

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

REQUIREMENTS FOR JUNIOR COLLEGE INSTRUCTORS
TRUSTEES AND ACADEMIC FREEDOM
A CODE FOR PROFESSORS

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20TH AND NORTHAMPTON STS., EASTON, PA:

Editorial Office:

744 JACKSON PLACE, WASHINGTON, D. C.

Issued monthly except in June, July, August, and September. Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions (including Canada) are \$3.50 a year.

Entered as Second-class matter, April 24, 1922, at the Post Office at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

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EDITORIAL NOTE

Of the considerable number of important matters discussed in the present issue, particular mention may be made of several items.

In the internal affairs of the Association the retirement of Professor Cook from the General Secretaryship is most important, and places on the Nominating Committee and the auxiliary committee of the Council the serious responsibility of finding a successor who will not only manage the business of the Association competently but, so far as possible, exercise leadership in its future development. The membership campaign has borne good fruit, as outlined in detail under Notes from the Washington Office. There are still, however, inactive areas from which returns are to be desired before the close of the year. Chapter activities have been considerably stimulated during the year by visits of members of the Committee, and particular attention is called to the paper presented by Professor Tschan of the Committee, which it is for the present not practicable to publish in the *Bulletin*. Chapter Letter 6, including a questionnaire of Committee T on the Place and Function of Faculties in Colleges and Universities, and inviting nominations to fill vacancies in Committee F on Admission of Members, has been sent out October 5. It is hoped that our important Committee on the Effect of the Depression and Recovery on Higher Education, mentioned on page 471, will make a statement of its plans in the November issue.

In the section of Educational Discussion special attention may be called to the admirable address by Chancellor Capen of the University of Buffalo, urging that presidents and trustees should themselves take initiative and responsibility for the maintenance of that academic freedom which is essential to the real life of their institutions.

Professor Eells' article on Certification Requirements for Junior College Instructors is of much interest in connection with previous reports of our Committee on Required Courses in Education.

EDITORIAL

STANDARDS OF PROFESSORIAL COMPETENCE¹

The comments of a distinguished university president are worthy of thoughtful consideration. We welcome particularly his sympathetic appreciation of what the Association has accomplished in the protection of academic freedom and the maintenance of reasonable security of tenure. But his discussion of the latter seems to imply that we have even been too successful, and that our protection has extended itself to the undeserving.

This criticism of the Association is not new, and was indeed inevitable. The distinction between the deserving and the undeserving, the sheep and the goats of the profession, is one which no association, no local group, perhaps no university president can make with certainty or even confidence. The effect of the reports which the Association has published has unquestionably been to make administrations more reluctant to dismiss members of their faculty even for sufficient reason. On the other hand, an impartial examination of our published material will make it evident that the Association has many times through its officers and committees recognized the right and even the duty of institutions to protect themselves and their students against the indefinite continuance of inefficient members of their staffs.

"The Association encourages its members to engage more fully in productive scholarship and to stimulate the students in the colleges by better teaching. The Association has no patience with the drones who unfortunately exist in all colleges and universities, who are doing routine teaching and nothing more, and who are dropping behind in their chosen subject by failures to attend meetings or to engage in scholarly research." [Report of Committee on Academic Freedom and Tenure, *Bulletin*, volume xix, number 2, page 92.]

"In fact, as explained many times before, the Association is not a 'Professors Union' where the object is to protect the professor against the administration. Unfortunately, there are in all colleges faculty members who on account of golf or auction bridge or just pure laziness are not giving adequate return for the salaries paid them. The Association would gladly assist the administrations in getting rid of these professors, provided adequate notice is given of intentions." [Report of Committee on Academic Freedom and Tenure, *Bulletin*, volume xx, number 2, page 100.]

"It is not the function of the American Association of University Professors to prevent the elimination of the unfit, the lazy, and the inefficient from the profession. Moreover, the Association can hardly

¹ See address of President Ruthven, page 482.

deny to administrators in times of genuine financial distress a reasonable discretionary power, in choosing among their staffs those most fitted to remain. Most administrations have made honest efforts to preserve the integrity of their staffs, and to distribute the effects of depression budgets as fairly and widely as possible, and there have been few cases coming to the attention of the Committee in 1934 in which economic reasons were falsely alleged to cloak other, less defensible, causes for action. In 'boom' times, many an instructor of only mediocre promise and ability was able to retain his position and even to obtain occasional salary increases. When changes become inevitable, under present budget conditions, administrators naturally select the least promising, the least efficient, and the least enterprising as the first to go. Committee A is not in the ambulance chasing business to pick up those who have fallen by the wayside because of their own lack of ability, or laziness, or to force their reinstatement. But the Committee does insist that even the unfit and the least competent must have due notice of the termination of their contracts, and fair treatment." [Report of Committee on Academic Freedom and Tenure, *Bulletin*, volume xxi, number 2, page 150.]

Under present economic conditions this feature of the tenure situation becomes doubly important. Institutions obliged to reduce their staffs are under a real obligation to consider inefficiency of whatever sort as a paramount factor. The Association and its committees and local groups must concern themselves in such cases solely with the questions of fairness of procedure. Beyond such moral support as they may extend to administrations it is not, however, clear that they have responsibility for initiative. Recognized standards which would really differentiate between the efficient and the inefficient do not exist, and if formulated could not be applied by any national agency. The definition of the standards embodied in the latter part of President Ruthven's address is one to which this Association would have little to object, and such a formulation may be serviceable for the guidance of administrators and members of the profession. Everything depends in the end, however, on the application and interpretation of such standards, and this is a major responsibility of administrators in their dealings with members of their staffs.

The extent to which faculties and their departmental divisions may helpfully cooperate with presidents and deans in the exercise of this responsibility deserves thorough study. The correspondence of the Association indicates not a few encouraging experiments in this field. Others may be discovered by the Committee now studying the relations of faculties and governing boards

H. W. T.

NOTES AND ANNOUNCEMENTS

ANNUAL MEETING

The meeting will be held at St. Louis with the American Association for the Advancement of Science, December 30-31. The program is to be published in the November issue.

ASSOCIATION OF AMERICAN COLLEGES

The May Bulletin states that regional conferences will be held at Wichita, Kansas, October 25-26; Beloit, Wisconsin, October 29-30; and Atlanta, Georgia, November 1-2. The annual meeting is scheduled for the Hotel Roosevelt, New York City, January 16 and 17.

The eight-year experimental plan for college admission from progressive schools which prefer not to be "dominated" by entrance requirements is discussed by a considerable number of their principals. Another section under the title of "Beginning of Wisdom" is composed of ten articles on religious life and education in the colleges, both from a general point of view and from that of experience in certain institutions. The first article is a strong plea for more explicit recognition of religious interests in higher education, by W. E. Hocking; and Secretary of Agriculture Wallace discusses "A Future of Religious Values in American Life." A following section by Ruth E. Anderson analyzes with considerable detail the relations of the colleges and their alumni.

AMERICAN COUNCIL ON EDUCATION

The eighteenth annual meeting of the Council was held in Washington, D. C., on May 3, 4. As reported in the July issue of the *Educational Record* a report was made of the appropriation by the General Education Board of \$500,000 for the Youth Project, in regard to which Dr. Zook makes the following statement:

"Formerly a large proportion of these young people, partly by choice and partly by force of circumstances, left school to go to work at a great variety of humble tasks. In the school of hard experience they often learned more than their more fortunate companions who went on through high school and college.

"Now of a sudden all these situations have changed. The applications of science have enabled the adults to produce all that we need in the way of food, clothing, and shelter, with far less effort than a few years ago. Except on the farms there is little work for young people to do. It is said that in the railroad 16 per cent of the employees in

1925 were under 25 years of age, whereas today less than three per cent of them are in this age group. As a result, young people have flocked into secondary schools in unprecedented numbers or they walk the streets, vainly searching for an opportunity to go to work. Even those who have had the perseverance to prepare themselves well often suffer along with those of limited education.

"Is it not clear that America must face a series of readjustments before this problem with its manifold aspects can be solved? To a considerable extent it is a problem for the school but not exclusively. If all young people are to remain in school for a longer period, then the schools must find far better ways of analyzing the special abilities and interests of their students. But they must cooperate with industry, agriculture, and the home in setting up work experiences that are real and educative. Young people must also be given the utmost opportunity to come into practical contact with the institutions and problems of local, state, and national government. Learning by doing is as necessary in the practice of democratic government as it is in the practice of a profession or a vocation. The need for building up more intimate relationships between the school and wholesome recreation activities is equally obvious. In other words, the youth problem is a problem of proper care as well as of education. Unemployment, crime, and inadequate educational provisions all testify to the need for a comprehensive inquiry into and the earliest possible remedies for the youth problem.

"During the past seven months the council has given this problem extensive consideration, and I am happy to announce at this time that as a result of our efforts the General Education Board has recently made a grant of \$500,000 to the council to pay the overhead expenses of a project in this field. An additional \$300,000 is available when individual projects are accepted.

"The project is to be in charge of a commission of outstanding citizens, including a few educators, who are to determine major plans and policies. There will be a director with competent associates and an adequate staff. Doubtless there will be a series of inquiries over a wide area to be succeeded, possibly, by demonstrations of desirable practice through cooperation with local authorities and school officials.

"I need not tell you that the project relative to the care and education of youth gives to the American Council on Education a remarkable opportunity to help solve one of our most troublesome national problems. I trust that the task may be prosecuted both wisely and vigorously."

On recommendation of the Committee on Standards, it was voted to withdraw the Council's Statement of Principles and Standards of Accrediting Institutions adopted in 1924.

NATIONAL RESEARCH COUNCIL

A report of the Chairman of the Council to the Executive Board, dated April 24, contains a discussion of patent policy, indicating that the Council's committee on Patent Policy is continuing its study of types of patent cases in public institutions, and is preparing a report based upon a recent conference discussion and subsequent discussions in the Committee. It is hoped that by the time the Council of the National Academy of Sciences meets in November a report on the whole question will be placed in its hands.

The situation in regard to fellowships and grants-in-aid is reviewed; also that in regard to the International Council of Scientific Unions.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, BIENNIAL
CONVENTION

The biennial convention of the Association, held at Los Angeles, June 24-29, was attended by more than a thousand persons including delegates and visitors. The central subject of discussion was "The Rôle of University Women as Makers of Social History." Under "National Problems" the topics related to the family, the consumer, economic reconstruction, women in a changing economy, and educational reconstruction. The sessions on international problems dealt with race consciousness and conflict, international trade and investments, nationalism in the Far East, and propaganda. The resolutions adopted by the convention place the Association on record "in support of four fundamentals of democracy—special educational opportunity, freedom of speech, social and economic security, and a foreign policy directed toward international peace." The resolution on freedom of speech declares that "there must be full, free, and open discussion of any and all economic, political, and social issues, and government acts, policies, and principles in our cultural agencies." For the Association this ideal involves the effort "to protect cultural agents as teachers in their most essential professional obligation to face and discuss facts and theories fully and fearlessly; to concert efforts to eliminate extraneous and dictatorial principles of control in schools and colleges."

The legislative program adopted includes support of federal emergency aid for education, and numerous other general measures for social reform.

The October issue of the Journal of the Association is devoted to a full record of the sessions.

SOCIAL SCIENCE RESEARCH COUNCIL, GRANTS-IN-AID

The Social Science Research Council has announced the award of forty-nine grants-in-aid of research, totaling \$22,725, for 1935-36. These grants-in-aid, designed to assist mature scholars in the completion of research projects already well under way, provide for study in economics, political science, sociology, cultural anthropology, social psychology, history, statistics, geography, and related disciplines. Twenty-four of the projects will be carried out in the United States. The remaining twenty-five projects require work in England, France, Germany, Switzerland, Austria, Italy, Sweden, Central America, South America, Japan, China, and Canada.

Applications for grants-in-aid in support of research during the period between April 1, 1936, and April 1, 1937, must be filed before January 15, 1936, on forms to be secured from the Secretary for Grants-in-Aid, Social Science Research Council, 230 Park Avenue, New York City. It is important that requests for application blanks include a brief statement of the candidate's research experience, the nature of the proposed project, and the approximate amount of aid required.

The Council has also announced the appointment of forty fellows with stipends totalling \$88,000. Fourteen of these appointments were Post-Doctoral Research Training Fellowships awarded to research specialists who possess the Ph.D. or its equivalent in education and experience. The other twenty-six appointments were Pre-Doctoral Field Fellowships, offered this year for the first time, for the purpose of providing field experience for graduate students just prior to their completing the requirements for the Ph.D. in an effort to supplement formal academic study by a year's direct contact with the basic material of social science not available in the classroom or library.

The closing date for the receipt of applications for 1936-37, on blanks secured from the Fellowship Secretary, is December 1, 1935. In making initial inquiry, it is important that age, academic qualifications, and proposed field plans or program of study be specifically indicated.

INSTITUTE OF INTERNATIONAL EDUCATION

The leading article in the May issue of the *News Bulletin* of the Institute by the Director, Dr. S. P. Duggan, is entitled "The Students Anti-war Strike." The following is quoted therefrom:

"It is interesting to compare the greeting for Army Day with that given to the announcement that the students of our colleges would set aside a day to demonstrate in favor of peace. Eminent educators, forgetting the emotions aroused by the military parade only the pre-

vious week, ridiculed the 'emotional' appeal made by an anti-war strike. In some colleges the anti-war strike was forbidden. In others, peaceful meetings were broken up by gangs of militaristically inclined students. In the oldest university of the country, the demonstration in favor of peace was ruined by the ridicule aroused by the comic counter-demonstration staged by the rah-rah boys. In Los Angeles, according to the press, the words of the student orator were drowned by a member of the faculty denouncing the activity through loud speakers, and the students were scattered by the use of the hose. In some places there was no attempt to safeguard the right of the students peaceably to assemble, the police being conspicuous by their absence. Some of the sensational press denounced the whole movement as unpatriotic. Obviously, in the minds of many people it is all right to dramatize war, but not to dramatize peace. Even a mass meeting in a college chapel to consider methods of cooperation and legislation to prevent war had for them too much of an 'emotional' appeal.

"But the anti-war strike was, nevertheless, a success. In addition to the thousands of serious students, a large number of faculty members openly participated, sometimes in the face of condemnation and disapproval. It can be assumed with confidence that this fine appeal to the student body of the country, including in its range all the way from those who believe strongly in national defense to conscientious objectors, will have increased support in the ensuing years.

"The success of the movement depends, however, upon certain conditions being observed. The first and most important is that it is solely an anti-war strike. Every additional objective such as opposition to the New Deal or to the profit motive in industry, or in favor of the Child Labor amendment, all of which were discussed at meetings this year, withdraws support from groups who oppose war but differ upon other questions.

"Another necessity for success is to make sure that the movement does not fall into the hands of any one group of students who will use it to realize objectives other than opposition to war. It was excellent to have as one of the cooperating organizations the National Student League, the national organization of Communist students. But there can be no question that the movement was condemned in some places because of the belief that it would be used by that organization for ulterior purposes. In all probability, by next year the movement will be almost universally observed. There will be no need of causing the irritation that existed this year because of its stimulation from outside the college walls...."

Other articles of interest are on "Spanish Libraries under the Republic" and "The Syrian Near East as a Center for Social Science Research."

ASSOCIATION OF UNIVERSITY TEACHERS

In the April issue of the *Universities Review* is published the presidential address of Mrs. I. J. M. Bisson (Birmingham), from which the following extracts are quoted:

"When I was myself a student during and just after the War, the women's movement in higher education was in the full tide of progress and achievement. The gains in that memorable and heroic struggle were substantial and often magnificent, and they have suffered no serious loss or check in the past ten or fifteen years, while fresh advances are being made day by day. But the ground they cover seems to have shifted just a little, and I believe that no candid and experienced observer, certainly no such woman observer, would maintain that the issues involved are as clear as once they seemed, the line of advance as simple to decide upon or to consolidate, the objectives as easy to distinguish or yielding, perhaps, as complete a victory when won. In saying that I feel the support of frequent talk with many women of my own and an older generation. I have used the metaphor of warfare of set purpose, for it seems to me to date, as we put it, a phase that is past or passing. The period of pioneer attack and conquest is over, and much of the zest and early simplicity have gone with it. But there is the compensation that we have lost, also, some natural sense of strain and consciousness of antagonism. The grand question, for us, of the exact position of women in the life and work of our universities has not been settled yet, and the time has come, as I see it, for the quiet unspectacular exploration, without fear or rivalry, of what is our common problem as men and women university teachers. There is need in this for courage and generosity, from the one sex as much as from the other; and the greatest danger to a wise and beneficent development seems to me to be the doctrinaire, the man or woman with a theory, so ready to erect a prejudice into a principle, and a fear into a fetish. It is for that reason—and because it is so easy to harden a sense of difficulty into a fatal opposition—that I refrain from trying to weigh the imponderables and define the indefinables in a difficult human situation, for which the main hope lies in a realist and clear-sighted view of the facts as they emerge from one day to another, in understanding and a sense of humour, in unflagging tact and patient wisdom. . . .

"I would enter a plea for the much-abused lecture, which is far from the same thing as pleading for what we know only too well as the lecture system. The formal lecture is, and should remain, an integral part of all our work. In the daily routine the coaching easily degenerates into a somewhat formless Socratic dialogue; the set lecture forces us to discipline and arrange our thoughts, to present our knowledge and argument

with a proper proportion and respect for our subject, our students, and ourselves. Critics of it sometimes talk as if most of the distance between us and our pupils would vanish if only lectures were abolished. With a right sense of responsibility and authority on the one hand and a willingness to accept the intellectual discipline that authority imposes on the other, the lecture offers, I think—and this is why I mention it here—a kind of neutral or rather common ground on which we may meet our students on terms of mutual confidence. . . .”

Editorial mention is made of the important action of the Council of the Association last December in adopting the following statement “to which the fullest publicity has been given:”

“The Association of University Teachers affirms the right of University Teachers to the full exercise of their functions and privileges as citizens. It maintains that the public expression of opinion, within the limits of the law, on controversial matters is in no way incompatible with the position and responsibilities of a university teacher, it being understood that such expression of opinion is personal and does not commit the Institution to which he belongs.

“The Association of University Teachers recognizes that a special responsibility rests on a university teacher to weigh his words carefully when making public pronouncements. But the application of this principle in particular cases must, in the final resort, be left to the judgment of the individual concerned, and the Association of University Teachers would resist any attempt by University Authorities or by outside bodies to impose restrictions on such expression of opinion.”

PAN AMERICAN UNION, DIVISION OF INTELLECTUAL COOPERATION

Certain resolutions adopted by the Seventh International Conference of American States in 1933 have affected the work of this Division. One of these recommended that special attention be paid to developing inter-American interchange along scientific lines, and that National Committees be organized to cooperate with the Pan American Union in fostering all types of cultural interchange. Until such time as it is possible to organize a special Division of Technical and Scientific Exchange, the Division of Intellectual Cooperation of the Pan American Union has been charged with the duty of arousing interest and co-ordinating efforts in the field of scientific interchange, as well as with similar duties in connection with the resolution on artistic interchange. As a preliminary step the Division wrote to a number of organizations devoted to science, art, and history, seeking their suggestions as to the manner of carrying out the recommendations of the Seventh Conference relative to interchange in science and art, and the preservation

of historical sites and objects. The Second Inter-American Conference on Education was likewise given special attention by the Division.

In carrying out the general duties assigned to it, during the past year the Division collected information on the cultural aspects of life in the Americas, and made contacts between individuals and organizations interested in these fields. In response to specific requests, a great variety of material was furnished on education, archeology, history, literature, art, etc.

Personal contacts were made for travelers wishing to study certain phases of culture, as, for instance, an American archeologist visiting Lima, and groups of visitors to the United States from Brazil and Argentina. Information was disseminated regarding scholarships and courses of study, and many students were actively assisted in entering some college or securing a scholarship. Certain schools interested in an exchange of students or of teachers were also put in touch with each other.

The exchange of correspondence between schools was carried on with unusual success, including a new exchange between pupils in Brazil and the United States. In addition, collections of views, school work, and other educational material were received from five countries of the Union and distributed among schools in sixteen others.

In order to learn how the Division might be of more service in furthering mutual acquaintance along literary and artistic lines, the Assistant Chief of the Division spent five months visiting nine of the member countries. In the course of this trip many excellent contacts were made and much valuable art material brought together. The Division now has the nucleus of a useful loan collection on art and education.

Members of the Division's staff were called on to make addresses before a number of schools, clubs, and conferences, as well as to confer with various organizations regarding plans for inter-American activities.

An active campaign was carried on in favor of the teaching of Spanish in the United States, in connection with which a symposium of opinions on the importance of this language was published and widely distributed. Articles were supplied as usual for the special Education series in the Spanish and Portuguese editions of the *Bulletin of the Pan American Union*, and the demand for these articles continued steadily. Among special material prepared were a report in Spanish on tendencies in secondary education in the United States, biographies of Latin American heroes, selections from Latin American literature, and reading lists for schools.

RHODES SCHOLARSHIPS

Applications for Rhodes Scholarships close this year on November 2 and approval of candidates should be made by local institutional committees by October 26. State selections will be made December 12 and 14, and district selections on December 16. Definite institutional quotas are no longer fixed, but college and university committees are urged not to recommend those who do not, in their opinions, possess outstanding qualifications for the appointment.

Interested persons who have not seen the full description of regulations governing candidates for these scholarships may obtain information from President Frank Aydelotte, Swarthmore College.

DATES OF MEETINGS

Association of American Medical Colleges, Toronto, October 28-30, 1935.

Association of Land Grant Colleges and Universities, Washington, D. C., November 18-20, 1935.

Department of Superintendence of National Education Association, St. Louis, February 21-27, 1936.

National Council for the Social Studies, New York, November 29-30, 1935.

NOTES FROM THE WASHINGTON OFFICE

Early in May, General Secretary Cook received an unexpected call to a professorship in the Law School of Northwestern University. The opportunity to exchange two difficult and not easily articulated half-time positions, the General Secretaryship and the chairmanship of the U. S. Treasury Committee on Enrolment and Disbarment, for an attractive academic post was naturally irresistible. To meet the emergency thus created the Council appointed a special committee, Professors S. H. Slichter, F. J. Tschan, and H. W. Tyler, Chairman, to cooperate with the Committee to Nominate Officers. The former committee proceeded to invite suggestions from all present and former members of the Council and from the officers of certain chapters not otherwise represented. More than fifty names were thus assembled. The situation was somewhat complicated by the fact that while the Constitution provides for election of the General Secretary by the Association, a pending amendment transfers this authority to the Council, which already has power to fill a vacancy between meetings of the Association. A joint meeting of the two committees was held at Washington with President Mitchell, August 27. It was agreed to recommend to the Council that Professor Tyler as Vice-President of

the Association have general charge of the Washington Office until the Annual Meeting, Professor Cook retaining such responsibility as can be exercised from Chicago.

Professor F. J. Tschan of Committee E has prepared a valuable and suggestive paper on the functions of chapters, mimeographed copies of which have been prepared for circulation to chapter officers. They will be sent other members on request.

During the summer, Professor Elizabeth Manwaring, Wellesley, represented the Association at the Centennial Celebration of Wheaton College, June 15; and Professor Paul Kaufman, member of the Editorial Committee, represented the Association at the inauguration of President Meadows, East Carolina State Teachers College, June 1.

Professor A. O. Leuschner, University of California at Berkeley, has accepted the chairmanship of Committee R on Encouragement of University Research; and Dean M. M. Willey, University of Minnesota, has accepted an appointment as Field Agent for Committee Y on the Effect of Depression and Recovery on Higher Education.

Members interested in the list of institutions in which the Association has reported on tenure conditions will find a complete record of the work of Committee A in the *Bulletin* for May, 1932, and a list of institutions removed from the eligible list of the Association in that for January, 1935. A copy of this list and of institutions on which reports have been published since May, 1932, will be sent to any member without charge. Copies of the *Bulletin* for May, 1932, will be furnished at the usual rate of forty cents per copy. Information in regard to tenure conditions in any institution that has been subject to recent investigation may be obtained by writing to the Washington Office.

Membership Canvass

At the beginning of another academic year, attention is called to the importance of continuing the canvass for new members. Since January 1, there have been 1497 new elections and reinstatements; and, comparing the situation on October 1, 1935, with that on October 1, 1934, there has been a net increase in membership of 710. The prospect of renewed effort on the part of chapter officers and membership aides promises further substantial gains during the fall and winter of this year.

It is to be noted that in a number of instances smaller institutions have been particularly active. Hobart College with a faculty of 40, and Nebraska State Teachers College (Kearney), with a faculty of 33, each of which had only 1 member in January, have added 18, and 10

members, respectively. Bowling Green State University with a faculty of 55, and with 2 members in January, has added 16; South Dakota Normal and Industrial School with a faculty of 50, and with 12 members in January, has added 10. In addition, such institutions as the Case School of Applied Science, Williams College, the Universities of Delaware and New Mexico, and Bucknell, Colgate, Creighton and Washington and Lee Universities have shown considerable activity.

Eleven institutions have enrolled 20 or more new members during this same period. In addition to the four institutions with notable records mentioned in the May *Bulletin* (Cornell, University of Iowa, New York University, and Ohio State University) the following deserve special mention: California Institute of Technology, California State Teachers College, University of California in Los Angeles, University of Chicago, Miami University, Northwestern University, and Stanford University. Thirteen other institutions have added between 15 and 20 members.

CERTIFICATION REQUIREMENTS FOR JUNIOR COLLEGE INSTRUCTORS

The University of Michigan chapter of the American Association of University Professors has recently raised the question of the desirability of certification requirements, including specified professional courses in education, for junior college instructors.¹ At the annual meeting of the Association in November a recommendation was adopted asking for an investigation of the question "by some existing committee or by a new committee to be appointed."² Before any suggested "collective action" is taken or even seriously considered it is desirable that definite information should be available concerning the actual situation in those states in which the public junior college movement has had its greatest development. At the request of the Editor of the *Bulletin*, the writer has made such a study, the results of which are summarized in this article.

Eleven states were selected for study, the states which have the largest number of public junior colleges in the country. In them are found 170 public junior colleges, 78 per cent of all institutions of this type in the United States, enrolling 83 per cent of the students in all public junior colleges.³ Twenty-four states, having six or less colleges each, were not included, eleven of these states having only one institution each.

In order to secure authoritative information the following four questions were asked of the state department of education in each of ten states:⁴

1. Must instructors in the public junior colleges of your state be certificated?
2. If so, are certification requirements identical with those for high school teachers?
3. If they are not identical, how do they differ?
4. What professional courses in education, if any, in terms of semester hours or of specified courses or both, are required for junior college instructors?

The answers which were received can best be exhibited compactly in tabular form, if certain supplementary explanations are added. This is done in the following table.

¹ *Bulletin* (February, 1935), XXI, p. 186.

² *Bulletin* (December, 1934), XX, p. 490.

³ D. S. Campbell, "Directory of the Junior College, 1935," *Junior College Journal* (January, 1935), V, 209-23.

⁴ No inquiry was sent to Michigan, the mimeographed statement of the Michigan chapter being taken instead for information on the requirements in the state. A separate inquiry was sent to the city of Chicago.

**SUMMARY OF CERTIFICATION REQUIREMENTS FOR JUNIOR COLLEGE INSTRUCTORS IN
ELEVEN STATES**

State	Number of Public Junior Colleges	Enrol- ment 1933- 1934	Must Be Certifi- cated?	If so, Same as for High School Teachers?	Semester Hours Re- quired in Education
California	38	35,053	Yes	Gen. Secondary, Yes	18
				Spec. Secondary, Yes	15
Illinois (except Chicago)	5	1784	Yes	Junior College, No	12
Illinois (Chicago)	3	3936	Yes	Yes	12-15
Kansas	10	3056	Yes	No ¹	15
Michigan	9	2395	Yes	Yes	18
Missouri	8	2164	Yes	Yes	14-17
Minnesota	7	2061	Yes	Yes	15
Iowa	27	1968	Yes	No, higher ¹	15
				Yes, or higher ¹	15
Oklahoma, Muni- cipal	16	1117	Yes	Yes	No inf.
Oklahoma, State	6	1550	No
Texas	20	5859	No	Yes	12, at least
Mississippi	11	2836	No	...	18
Georgia	10	2015	No

¹ See supplementary explanation in the text.

An examination of the table shows that certification of junior college instructors is required in seven states, that it is not definitely required in three states, and that it varies according to the type of junior college involved in one state, Oklahoma.

Two general types of public junior colleges are in existence, those of the district, city, or municipal type under local control; and the "state" institutions under the control of a state board or similar agency. The state type of colleges is in the minority only 16 of them being found in the eleven states under consideration, six in Oklahoma, eight in Georgia, and two in Texas.

The report from Texas states:

It is not an absolute requirement in Texas that our public junior college teachers be certificated. It is strongly recommended, however, that these teachers hold at least a high school four-year certificate, which requires 12 semester hours in the field of education, 6 of which must be in secondary education. These requirements are identical with those expected of our high school teachers.

In Mississippi, while state certification is not required, the virtual equivalent of it is found in the new regulation of the state Junior College Accrediting Commission that eighteen semester hours of professional

training or successful college teaching experience shall be required, effective in 1935-36.

Georgia, therefore, in which eight of the ten junior colleges are of the state type, is the only one of the eleven states in which there is no specific requirement either of certification or of 12 to 18 hours of professional work in education, or both.

In Chicago and in two states the junior college certification requirements may be or are higher than for high school instructors. Superintendent Bogan, of Chicago, reports:

Junior college certification requirements are not identical with those for high school teachers but are comparable to those required of college instructors in any university. A sufficient amount of academic training necessary to enable the teacher to instruct in accordance with college requirements and an adequate amount of work in education are required. The adequate amount of work in education set up by Chicago is fifteen hours. Requirements for the Chicago system are equal to or greater than those required by colleges in the state.

In Minnesota, a junior college instructor is required to have a "high school advanced certificate" for which the requirements are the same as for the "high school standard certificate" plus one year of acceptable graduate work. In Iowa a somewhat similar distinction exists between the standard and the advanced certificate, the latter, however, requiring a "standard master's degree," but the advanced certificate is not required for all junior college instructors.

California is the only one of the eleven states in which junior college certification requirements are not necessarily equal to or higher than those for high school instructors. In California the general secondary or the special secondary certificate, requiring 15 or 18 hours of work in education, qualify for teaching in any of the "secondary" schools of the state—junior high school, senior high school, or junior college. The junior college certificate, requiring more academic preparation but only 12 hours of education, qualifies for teaching in the junior college only. In practice, however, comparatively few prospective teachers have taken the more restricted junior college certificate. The latest published report of the state department shows that of 797 instructors in the district junior colleges of California, over 70 per cent held the general secondary, 25 per cent the special secondary, and less than 5 per cent the junior college certificate. Thus practically, although not technically, the certification requirements in California are equivalent to those for high school teachers for over 95 per cent of the instructors in the junior colleges of the state.

Specific courses required in education were reported in five states. They varied from two and one-half to six hours in general psychology

and educational psychology; from two and one-half to six hours in methods courses; were usually three hours in supervised teaching; and varied from none to ten hours of electives.

In most states the public junior college, explicitly or by implication, has been considered at least legally as an upward extension of the high school, and the high school certification requirements have been extended correspondingly to cover these later secondary or earlier collegiate years. Whether instructors in public junior colleges should be required to hold the same type of certificates as high school instructors, or certificates of a different type with requirements better adapted to their special needs, or no certificates at all, or whether instructors of freshmen and sophomores in all types of state institutions should be uniformly certificated are questions that seem never to have been given adequate study in most, if any, of the states.

WALTER CROSBY EELLS

EDUCATIONAL DISCUSSION

THE RESPONSIBILITY OF BOARDS OF TRUSTEES FOR THE PRESERVATION OF ACADEMIC FREEDOM¹

The persecution of universities and colleges for the utterances of professors and for hospitality extended to speakers of unorthodox views has begun again, after several years in which these institutions have enjoyed comparative immunity. Two issues are raised. They are not new, but they are always important:

First, Are universities and colleges to indoctrinate their students with the political, economic, social, religious, and other theories held by the most influential or the most vociferous groups within their respective communities and to prohibit the consideration of all other theories; or are they to allow and encourage among faculties and students free inquiry, criticism, open discussion, even dissent from prevailing beliefs?

Second, By whom should the policy of an institution with respect to this matter be determined and defended?

There is evidence that both issues are regarded as unsettled by large numbers of people, many of them very intelligent people. Those of us who are responsible for the direction of colleges and universities are therefore under special obligation to clarify our own position, to announce it, and to adhere to it. If we are in doubt, or if our course of action is vacillating, the institutions with which we are connected will almost certainly suffer impairment. And, what should concern us more, American democracy will be polluted at a point not far from its source.

For us who are assembled here I assume that the first issue that I have stated is no issue at all. I assume that we agree that universities and colleges shall not indoctrinate their students with any theory, however widely held or however respectable, that they shall allow free inquiry and discussion on the part of both students and faculty, that they shall discipline neither members of the faculty nor students for nonconformity. This is what is meant by academic freedom. All enlightened institutions, not only in the United States but likewise in the other countries of the world which are not under some form of dictatorial government, now subscribe to the principle of academic freedom. In the United States a good many institutions which could hardly be called enlightened also pay lip service to the principle. In fact the principle, stated generally and abstractly, is accepted by practically all American institutions of higher learning except those main-

¹ Address given at Conference of Trustees of Colleges and Universities, Lafayette College, April 26, 1935.

tained for some special sectarian purpose. It is when the principle is extended to its ultimate implications, when institutions have to apply it in painful concrete instances, that consistent adherence to it becomes difficult. Let me therefore elaborate the statement of it somewhat, and then indicate certain of the typical problems which institutions that are committed to the defense of the principle have to meet.

Acceptance by an institution of the principle of academic freedom implies that teachers in that institution are free to investigate any subject, no matter how much it may be hedged about by taboos; that they are free to make known the results of their investigation and their reflection by word of mouth or in writing, before their classes or elsewhere; that they are free to differ with their colleagues and to present the grounds of their difference in their classes or elsewhere; that they are free as citizens to take part in any public controversy outside the institution; that no repressive measures, direct or indirect, will be applied to them no matter how unpopular they may become through opposing powerful interests or jostling established prejudices, and no matter how mistaken they may appear to be in the eyes of members and friends of the institution; that their continuance in office will be in all instances governed by the prevailing rules of tenure and that their academic advancement will be dependent on their scientific competence and will be in no wise affected by the popularity or unpopularity of their opinions or utterances; that students in the institution are free, in so far as the requirements of the several curricula permit, to inquire into any subject that interests them, to organize discussion groups or study clubs for the consideration of any subject, and to invite to address them any speaker they may choose; that censorship of student publications shall be based on precisely the same grounds and shall extend no further than that exercised by the United States Postal authorities.

If an institution accepts without reservation the principle of academic freedom in accordance with this definition, it will from time to time have to defend against clamorous groups of citizens and alumni professors who talk and write on both sides of so hotly contested a public issue as, let us say, the Sacco-Vanzetti case, or the relative merits of the cause of the Allies and that of the Central Powers in the years before America's entry into the World War. It may have to defend professors whose treatment of questions relating to sex and family life shock the sensibilities of a large percentage of the institutional constituency. It may have to defend professors whose publications on Christianity or on the psychology of religion seem to many both inside and outside the institution to represent the last word in diabolism. It may have to defend a professor who publicly espouses the unpopular side in a local strike situation in which feeling runs high. It may have

to defend a professor whose investigations reveal a flagrant injustice in the tax system of his state through which large holders of property who influence the support of his institution escape payment of their fair share of the cost of operating the state government. It may have to defend a professor who speaks or writes in behalf of a legislative proposal which large contributors to the institution's funds regard as detrimental to their interests. It may have to defend a professor who holds and publicly states the belief that the present governmental and social organization of Germany or Italy or Russia is to be preferred to that of the United States. It may have to defend a professor whose openly expressed views on race relations are anathema to the community in which the institution is set. It may have to turn a tolerant eye on the exuberant radicalism of some student group which stands for socialism or communism. It may have to make terms with the public protests which follow the address of some well known firebrand before an organization of student liberals. It may have to—it will have to—accord to student publications that same freedom of the press which the Constitution guarantees to organs printed beyond the academic pale.

These are not hypothetical cases. All have actually occurred during the last twenty years. A few of them are to such an extent typical that in almost the same form they have occurred several times in different parts of the country. When one of them arises the institution concerned faces a serious crisis. Passions are aroused. Extravagant charges, running far beyond the facts in the case, are made against the institution. Almost certainly the institution loses support, both financial and moral. Sometimes the known financial loss is very large. Generally the total loss is not known, although it is often surmised. Indeed the consistent defense of academic freedom is a costly business.

Is it worth the price? This is not the place—nor do I have the time—to argue that question. I venture, therefore, rather briefly and dogmatically to state my own opinion. Yes, it is worth the price, any price. Higher institutions are by definition committed to the search for truth and to the dissemination of the results of the search. The quest is nearly always futile if the inquiry is circumscribed in advance. The search for truth inevitably leads one far from his starting point. In the course of it the preconceptions with which the investigator begins his task generally have to be modified or abandoned. The truth when found—if it concerns the cherished beliefs and habits of society—is almost certain to be unpalatable. There is little difference in the violence of the public reaction against the findings whether these are indeed the truth, or only part of it, or perhaps through no conscious fault of the investigator not the truth at all. If the investi-

gator is not suppressed, criticism of his findings leads to the uncovering of new evidence, to the disclosure of any errors in his procedure or conclusions, to ultimate refutation or to proof. And what is finally proved beyond dispute becomes part of the world's store of knowledge. It is in this way, and in this way only, that man's understanding of the universe has advanced through the ages. Universities and colleges are maintained in part to increase the world's store of knowledge.

By definition also universities and colleges are committed to the preparation of persons to occupy positions of leadership in the professions and in business. Leaders in the professions and in business are not mere routinists who are baffled or paralyzed by novelty and change. Rather are they persons who know how to deal with ideas, new and unfamiliar ideas as well as tried and true ideas; persons who understand the meaning of evidence, whose reliance is on evidence and not on authority or propaganda; persons whose intellectual initiative has not been dulled by prohibitions, whose judgments are not stereotyped. In which kind of institutional environment are young people the more likely to secure appropriate preparation for the responsibilities of leadership; in one where opinions are prescribed, where teachers incur the danger of dismissal if they exercise the full prerogatives of citizens and scholars; or in one where every individual lives his own mental life, stands on his own feet, defends his own intellectual possessions in open contest with his peers, and suffers no disability if he happens to be out of step with the majority? Which type of institution is the more consonant with the fundamental principles of American political and social organization? Which type is the more likely to foster understanding and respect for those principles?

These are, of course, rhetorical questions. I will now raise two which are not rhetorical. Who has up to the present been chiefly responsible for defining and defending academic freedom? Who *should* interpret and defend it in each institution?

The answer to the first question is on the whole so little creditable to the administration of higher education in the United States that one hates to repeat it. Everybody knows that the American Association of University Professors has been chiefly responsible both for the definition and the defense of academic freedom. It is of course altogether fitting that the university teachers as a group should concern themselves with a matter of such crucial importance to their profession. But it is a sad commentary on the intelligence and patriotism of administrative officers and governing boards that those who have overtly violated the principle of academic freedom, those against whom the organized professors have had to do battle in its behalf, have invariably been presidents and trustees.

I am aware that a few presidents have been among the most courageous and effective defenders of this citadel of scholarship. Their published statements in critical cases have contributed much to our understanding of the issue. And they have generally been able to carry the institutions with which they were connected through the storms stirred up by bigoted or ignorant opponents. Occasionally a president has been unable to carry his board in such a crisis and has had to resign. But by and large the record of the presidents on this matter is not good. More often than not they, who should be the principal champions of the faith, have joined the enemy or have weakly yielded to pressures exerted by board members or by outsiders.

If the record of presidents is not praiseworthy, that of boards of trustees is still less so. There are boards of trustees—and with some of them I am acquainted, some of them are represented here—which have shown consistent wisdom in their handling of this difficult question; boards which have with consistent firmness supported their administrative and professorial colleagues in all emergencies. But these boards are an insignificant minority among the institutional governing bodies of the country. The suppression of academic freedom is far more common than most casual observers are aware. Only the most spectacular instances of it come to public notice, those instances in which there is a protesting victim. The suppression is more often brought about by a subtle form of terrorism, which is perfectly effective but produces no explosion. I am measuring my words when I say that most boards of trustees either constantly employ this method of preventing discussion of controversial subjects, or are believed to be disposed to employ it whenever occasion may arise. Professors are not all heroes, any more than other men, and when they are convinced that their positions will be jeopardized by the display of intellectual boldness few of them are bold. But it goes without saying that the intellectual morale of institutions which are so governed is at a low ebb. What really useful contribution can they make either to the training of future leaders of American society or to the advancement of knowledge in those fields which involve human relations? And bear in mind that these institutions constitute the vast majority of colleges and universities in the United States.

But the purpose of this paper is not to indict boards of trustees. I am willing to concede that the boards which use the repressive tactics just referred to, as well as the boards which force the dismissal of unorthodox professors, are in their collective capacities sincerely persuaded that they are acting for the best interests of the institutions under their charge. It is not their motives that I question. It is their judgment. As a corrective to their judgment I invite them to

study the history of the attempts to suppress investigation and the expression of new ideas. They may start their study where they like: with Galileo, or with Darwin and Huxley, or even with William Jennings Bryan. I call their attention also to the contrasting records of the two types of institutions of higher learning in the United States. Which type has had the greater influence on the development of American life and thought; which has enjoyed the greater respect and prestige?

And so I come finally to the second of the two questions which I raised a few moments ago: Who in each institution should interpret and defend academic freedom? I believe the interpretation and defense should be a joint obligation of faculty, president, and trustees. The responsibility of trustees in this matter is no less than that of the other two partners in the management of higher institutions. They, equally with faculties and presidents, are concerned that the institutions of which they are the custodians shall not abate the full performance of the task imposed by society on colleges and universities, even though from time to time some aspect of the task is misunderstood and condemned by short-sighted people. In a legal sense the responsibility is all theirs, to be delegated if they choose, but not to be vacated. For legally the trustees are the institution, and so in the end accountable for its derelictions as well as entitled to take credit for its successes.

Thus far those boards of trustees which have given their support to the defense of academic freedom have seldom been heard from. They have left the statement of the institution's case to the educational officers. That was probably sufficient in the past. But I foresee the coming of a storm perhaps more severe than any to which our higher institutions have been subjected in many years. The forces bent on challenging the intellectual integrity of colleges and universities are gathering. Their war cries begin already to resound in the public prints. The time has come for the trustees of these great public trusts to enter the debate. Their appearance on the side of the educational officers would render the defense impregnable.

SAMUEL P. CAPEN

A CODE FOR PROFESSORS¹

The Association has without question accomplished much since its inception. Perhaps most conspicuously, it has secured for the professor quite general recognition of his right to speak and teach the truth as he sees it and increased freedom from slavish subjection to the whims and prejudices of boards of trustees, politicians, and patrons. The maintenance of this security will probably always be an important

¹An address delivered by invitation before the University of Michigan chapter.

objective of the organization since the battle for educational liberty bids fair to continue. As evidence that there is work still to be done in this field, I direct your attention to the attempt now being made by powerful interests to initiate a reign of terrorism in our institutions of higher learning. Such threats to academic freedom, whether proceeding from hysteria, ignorance, or prejudice, or instigated by unworthy motives, should always be challenged promptly by every agency created to promote the interests of society through education.

Because I am firmly convinced of the importance of security of tenure, I am constrained to criticize one feature of the general method which is being employed to obtain it. I submit that, up to the present time, the plan has been built on a too narrow base. When security is made to depend only, or at least primarily, upon rank and innocuous social behavior, when it ignores amount of service and general competency, the inevitable results are lower salaries, delayed promotions, and discouragement of individual effort. University budgets are usually based upon fixed income, which means that the stipends of lazy and incompetent staff members are in a rather real sense paid, in part at least, from the salaries of their fellows.

To emphasize this point, may I direct attention to the fact that in many institutions undesirable conditions prevail because it is difficult to eliminate the drones and superfluous men on the staff. There are departments which are over-manned but which do not admit it, and some of these insist upon expanding, apparently on the theory that the importance of a unit is measured by its size. There are professors who teach little and investigate less, those who deliberately shirk responsibility, some who, although engaged as investigators, have done little more than talk about research since their arrival on the campus, and still others who tire and bore and confuse students and show no signs of wishing to improve anything but their salaries.

Faculty members know these things and complain about them, but the complaint is usually that "the 'administration' should do something." Let me repeat what I have said many times—the staff of a properly organized university can not be divided into administrative, research, and teaching divisions. These functions are, or should be, delegated in different proportions to all members of the faculty, and only through their efforts exerted within the departments is it possible to obtain justice for all.

It is obvious, then, that, if departments are to be encouraged through a professional association or union to protect incompetent as well as competent men, individuals in such an organization should not object to the results but should console themselves with the thought that they are contributing to charity. On the other hand, it follows that, if pro-

fessors can develop through their own Association or in any other way a progressive and constructive rather than merely a defensive attitude toward professional responsibilities, they may easily place their profession where it will command, rather than demand, respectful consideration of its needs. A constructive and progressive program entails the selection of objectives for all chapters which will result not only in security of tenure but also in more just allocations of salaries and a better distribution of positions.

In intimating that the success of the Association has so far been most marked in one field, the defense of tenure, I am not forgetting other activities or the specific services rendered by the chapters to the universities. The national organization has several objectives, and, in addition, many local units have given many kinds of service. This is fortunate for there are still important problems, both general and specific, to be solved. As an example of undesirable conditions which still persist, I need only direct your attention to the large number of colleges and universities which do not have a retiring age, a proper system of retiring allowances, a satisfactory plan to provide for leaves of absence, or any considerable measure of faculty participation in administration. Doubtless, the chapters will continue to work on these problems, but I am concerned here with the failure of the Association to stimulate the chapters to adopt standards of professional performance and to insist that these be followed in order that the rights and interests of the capable and conscientious professor may not be sacrificed to provide a comfortable livelihood for the shirker.

May I point out that there are some unfortunate attitudes toward the responsibilities of instructors to be found among members of most faculties. There are those who stimulate students to rebel against rules and regulations of the university, while keeping themselves safely in the background; and those who refuse to take any responsibility for student guidance other than the minute amount of discipline imposed in formal lectures. Others are guilty of wasting classroom time in propagandizing and in discussing subjects of which they have no expert knowledge; still others complain of the shortcomings of the "administration" while refusing to assist in the routine activities of the school even to the extent of trying to understand the problems or of correcting unfortunate conditions in their own departments. Finally, there are those who criticize and gossip about their colleagues and students and yet refuse to report to officials and faculties any undesirable situation on the theory that someone else should make the discoveries.

If the American Association of University Professors were to adopt comprehensive standards of competency and a carefully considered code of ethics for staff members and were to take these standards to the

faculties through the chapters with the demand that they be observed, a proper degree of security of tenure would be promoted, and what is quite as important, advancement and other rewards would be made possible as they can not be under present conditions.

In my opinion a minimum set of standards might be worded as follows:

We believe the instructor should devote to his work all of the time for which he is engaged.

We believe the teacher in addition to performing the routine duties of the classroom should also assist in the administrative work of his department and take part in the more general administrative activities of the university when called upon to do so by his colleagues.

We believe the staff member with teaching duties not only should be thoroughly prepared in his subject, familiar with trends and modern conditions in the field of social relations, and competent to impart knowledge in an inspiring way, but he should regard himself as a teacher of students rather than of subjects, and appreciate education as the development of character and culture, not as the mere acquisition of technical knowledge.

We believe the professor should be in some degree an investigator and that his studies should be of two kinds: scholarly research designed to increase the sum total of human knowledge, and the examination of methods of instruction, educational needs, and techniques of character-building for the purpose of increasing the effectiveness of the teacher as a guide and counselor.

We believe every member of the staff should accept responsibility for maintaining the ideals and attaining the objectives of the university, not only in his own work but also in the activities of his colleagues and of the students, and that the creation of agencies to deal with particular problems should in no way lessen this responsibility.

We believe the teacher should be relatively free to use his own methods of instruction, if these are successful, and to express his opinions as a citizen and a scholar, provided always that he respect the right of students to think for themselves and to live responsibly.

We believe the professor should have a large measure of security of tenure but that this protection should not extend to the retention of men who are incompetent or indisposed to assume to the full their obligations to the institution.

My conclusion, which is a direct answer to the question put to me by your committee, may be briefly stated. Educationally speaking, the university is the faculty and the students. Only as a chapter protects the interests of both groups can it be of permanent value on the campus. Since it is presumably the policy of the boards of trustees to promote

the welfare of every person giving of his best to the various institutions, the major objective of the Association may logically and profitably be to perfect and to insist upon the maintenance of proper standards of faculty performance.

A. G. RUTHVEN

THE HUMANIZING OF SCIENCE¹

... But as political historians know better than most others, the almost invariable aftermath of war is a temporary wave of apparent prosperity followed by a more or less prolonged period of economic depression with its social disorders, prevalence of crime, licentiousness, and unemployment. On these now urgent and world-wide problems Science does not as yet appear to have put its mind—or if it has, it has not offered any solution to the problem. Society in the interval restlessly endures the situation as best it can, and it is left to time and politicians to find a way out.

Meanwhile, a very curious and unexpected thing has happened. Science to the average man has become suspect and he has begun to feel that scientific research and the labor-saving inventions which grow out of it are chiefly responsible for the hard times and unemployment and uneven distribution of property. Legislative bodies have been inclined to ask what after all science is up to, and to question whether the motives that activate it are as altruistic as the scientists in their arrogance would have us believe; they set about to curtail the funds that hitherto have been allotted to governmental research and grow inquisitive regarding the scientific attitude toward such things as the secrets underlying the manufacture of munitions.

This is surely a phenomenon of extraordinary interest. Not since the days when they were under close surveillance of the Church have scientists been put in a defensive position of this kind. But in this instance it is not the theologian but the man in the street and on the farm who is asking his neighbor "what price science?" And since the physical scientists in particular take themselves seriously and are prone to regard the results of their activities as benefactions to mankind, they have been struck all of a heap and a number of them have felt obliged to make a public apologia that has been none too convincing. . . .

Let us hope that when some future student of this confused and disconcerting period in our history comes to tell of it, he will be able to say: That at the very time when such progress in their subjects was being made as never before, with one discovery following on the heels of another, the scientists and engineers of the country temporarily aban-

¹ From presidential address before the History of Science Society.

done the investigations dear to their hearts in order to concentrate on problems the most difficult of all to solve—those that have to do with the social well-being of the community at large. Thus, under a quickly spreading Religion of Humanity, there began a new era—one in which scientists took a commanding position in a rapidly changing world and through their well-planned and executed experiments a new and rational science of society came into being and made its first great forward movement. . . .

HARVEY CUSHING

Science, vol. lxxxi, No. 2093

LIMITATIONS OF SCIENCE¹

Our generation has seen muck-raking develop into debunking; and debunking into a querulous attack on all existing standards. It was a foregone conclusion that after the bankers and business men had had their day in court, a summons would come in due order to the scientist to prove his right to existence. At the present day, when the mechanical age is bearing the burden of many charges against it as the cause of our present unemployment and economic chaos, an easy transition has led to the now trite suggestion from many quarters for a holiday in science. There is danger in these attacks, but it does not reach its full degree of acuteness until we find conscience-stricken, elder statesmen among our scholars beating their breasts and crying out, "*Mea maxima culpa*." Unfortunately, their conscience is not confined to themselves in its effects on the world. Their accusations strike their colleagues and the entire fabric of science even more than their own individual personalities. . . .

While, as I have said, the statements of Dr. Cushing are moderate in a high degree, there is grave danger that he may be used as a witness for the prosecution against science and may be quoted in support of a sentence to science of enforced idleness through a period of years or decades. The great weight of Dr. Cushing's name makes this especially dangerous. . . .

In the old days and in less advanced countries at the present time, the great evils of society have been those personified in the four horsemen of Revelations—plague, famine, war, and death. By the aid of agricultural science in producing and by the aid of engineering science in distributing, a famine of the proportions of those common in the less-developed countries such as India, Russia, and China has been made little more than a legend in western civilization. By the services of medicine, both in curing disease and in preventing it, the word "plague"

¹ A discussion of the address from which the preceding is quoted.

awakes in our minds rather the notion of a semi-mythical bogey than that of an immediately present terror. We have made less progress in outlawing war; death is still king, but we manage to postpone our acquaintance with the old gentleman for a good many years. All these factors have completely changed the face of society....

I do not by any means wish to imply that plague or war is preferable to unemployment, but I most emphatically wish to assert that unemployment is prevalent owing to the absence of other destructive forces....

For better or for worse, we are destined to live in a world devoted to modern science and engineering. If the road that we are on is slippery, we cannot avoid a catastrophe by putting on the brakes, closing our eyes, and taking our hands off the wheel. Science is a going concern and those who participate in it can only render worthy service by keeping their hand in. A five-year holiday from science would mean that a younger generation of disciples would cease to exist; that the older men to educate the generation to come would have lost much of their cunning; and that 20 years would be necessary to repair the ravages of such a holiday. The War is 17 years dead and the end of the damage to science of its five-year holiday is not yet in sight.

It is a particularly unfortunate suggestion to attempt to right the evils of the social situation by withdrawing scholars in large numbers from the natural sciences and putting them to work in sociological sciences....

I have no hope that the problems of sociology will be solved by a mass attack of men trained to the natural sciences along the lines of the staff of the Rockefeller Institute in medical matters. The difficulties of sociology lie much less in its details than in its ideas and fundamental methods, and will only be resolved by the understanding of people who have devoted their lives to the work. It is as foolish to expect that five years' work of scientists taken out of their proper fields will make any progress worthy of the name as it would be for the family of a patient dying of cancer to go into cancer research with the expectation of being of any real service to that particular patient.

First among the difficulties of sociology is its time scale. The really important phenomena of sociology do not make their meaning clear in less than a generation, and we stand between a past that has not collected the special information which we want and a future which we shall never live to see....

It is quite impossible to find a community which will lend itself freely to social vivisection. It is quite impossible to find two communities which are sufficiently alike so that one may interpret the results of such a vivisection on one with any confidence in the results on the

other. It is even more difficult to find a large enough number of such communities to make statistical results of much value...

The fact remains, despite all our wishful thinking, that there are fields in natural science, in medicine, and, above all, in sociology that are not ripe for an attack by the refined tools of modern physical science; that demand the mentality of the general practitioner who is treating the patient rather than that of the specialist who is treating the disease; and where there is no short-cut toward the obliteration of our ignorance. With all respect for sociology, the time has not come for scientists to lead a great trek into its unknown wastes.

NORBERT WIENER

The Technology Review, vol. xxxvii, No. 7

REVIEWS

ASSOCIATION OF GOVERNING BOARDS

The annual meeting of the Association of Governing Boards of State Universities and Allied Institutions was held at Ohio State University last November. From the proceedings the following matters are noted:

Chairman Carl Wittke of our Committee on Academic Freedom and Tenure, addressing the Association by invitation, took occasion to discuss the question frequently hurled at the professor: "How long shall professors teach Socialism in an institution supported by the taxpayers' money?"

"I can't answer that question very intelligently until you tell me what Socialism is. What is it? Many Socialists refuse to agree in their definition, as you know. One definition is that under a Socialist state there is government ownership, democratic control, and operation for service and not profit. Do you accept that definition? Then you are yourself an ardent Socialist because our whole state university system which you help to direct fits into that definition. All the education most of us got in the public schools fits the same definition. The schools are owned by the people, they are democratically controlled, and they are certainly not run for profit, but for social service. Here we are, all of us, brought up in a Socialistic educational scheme. Would you call it Socialism? We turn on the light here, or the spigot there to draw some water, and we are getting Socialistic light from the wires, and Socialistic water out of the pipe line. Is that Socialism? Is that what you mean the professors shouldn't talk about? What is Socialism? What are these other things that we call 'isms?'"

"Back in the 1890's learned justices of the United States Courts declared the Federal Income Tax Law unconstitutional and denounced it as Socialistic, Communistic, and everything else that was bad. We have had an income tax now these many years, as we all know, to our sorrow perhaps, but nobody would get excited about it today. It was Socialism in 1890...."

"If you will tell me what you mean by Socialism I may be able to talk more intelligently about what the professor is doing. The chances are that we are to have a great deal of social legislation, perhaps unemployment insurance, perhaps old age pensions, perhaps health insurance and other devices of that kind. Is that Socialism, and shall a Professor of Economics who knows more about the subject than anybody else in his community refuse to discuss the matter when after all we need his expert information?..."

"But one case involving this issue has come to my attention this year

and that case is not yet settled. Apparently, the American people still have faith in freedom of discussion, in freedom of speech, in those democratic ideals upon which this country is founded. The Association has always insisted that a professor does not cease to be a citizen when he becomes a member of a college faculty any more than any other person ceases to exercise his citizenship rights when he takes membership in any other institutional organization. The professor must be protected in these citizenship rights first of all because this is important to society, not alone to the professor...."

An interesting paper on the "Handling of Patents by Schools of Higher Education," by David E. Ross, trustee of Purdue University, included the following passages:

"With the advent of the land grant institution under the Morrill Act, and with some institutions having added engineering and scientific work prior to that time, the development of scientific data and the application of the explorations into the scientific unknown naturally was followed by invention immediately; if not patented, commercial and industrial interests were free to exploit and profit by these inventions, leaving out the inventor, and the institution paying the expenses and overhead. Naturally scientific men within faculties, having an aptitude for invention, would seek the industrial laboratory where their rewards would be greater, thus robbing both the university and the student of a most valuable service. If the invention is patented, a new problem is set up for the educational institution—the marketing and handling of patents. This the university is not equipped to do, and under no circumstances should the university put itself in a position to sue or be sued.

"It is my opinion that a separate foundation becomes a necessity with the development of scientific attainments, such as the technical university has achieved and is now developing. With a foundation for the handling of patents, a number of factors present themselves in which each separate invention and patent must necessarily be handled as an individual problem. Fundamentally the foundation must be created for the benefit of the university and for no other purpose. The foundation must be free from political domination. Its directorate must have among its membership men of scientific attainments, men in industrial and commercial achievement, bringing to the group a richness of experience in life. The ethical standards of each and every director of such a foundation must be beyond question, and under no condition should any director, individually or collectively, ever profit privately from the handling of university patents. This directorate should determine if public welfare is best served by having the patent dedicated to the public, and to protect the public in the case of some

inventions, due to the patents by which the directorate may find a method of handling, insuring quality and distribution, guaranteeing to the public the best use of the invention.

"Again the inventor or inventors may be entitled to a share, and again this directorate can apportion such share. Useful inventions in highly competitive fields should have a royalty reward to help finance the overhead and fixed charges of research laboratories, as well as participation by the inventors in order that the taxpayer may be released from carrying these charges, or at least partly so....

"The fundamental motive of a foundation for handling patents should not be exploitation and making money, for that is perverting the whole educational scheme. However, the commercial and industrial interests objecting to taxation, should pay to assist in carrying on better research through humans and equipment, and the human element should be recognized financially, so that the university ranks will not be depleted by large business organizations....

"The directorate of a foundation should insist on all university inventions being patented. This is particularly true of delicate biological discoveries. Through the patent, the university has control of the manufacture, and through its foundation can insist on quality and the protection of the public, even though no income would be received through such a type of dedication to the public."

Among other papers may be mentioned "University Training for Politics," Harmon G. Allen, Maine; "The College Student Aid Service of the F.E.R.A.," Lewis R. Alderman, Washington; "Menace of Professional Overproduction," O. J. Hagen, Minnesota; and "Recent Experiences in Centralized Control of Higher Education," W. J. Kerr, Oregon.

REDIRECTING EDUCATION

Redirecting Education, edited by Rexford G. Tugwell and Leon H. Keyserling, Volume I, The United States. New York: Columbia University Press, 1934; 273 pp., \$3.00.

A more complete title for this volume would be "Redirecting Education in (and through) the Social Sciences on the College and University Level," for the five collaborators in this study are concerned almost exclusively with this broad field in higher education alone. The first half of the book is devoted to "Social Objectives in Education," by Dr. Tugwell, followed by sections on "Social Objectives in the American College," by Leon H. Keyserling, "Economics in the College," by Thomas C. Blaisdell, Jr., "History in the College," by Charles Woolsey Cole, and "Political Science in the College," by Joseph McGoldrick. As explained

in the Preface, the common motive and purpose inspiring this collective study originated in the orientation course at Columbia attempting a comprehensive course in contemporary civilization, in which all of the authors have participated. "Every one of the social sciences had to reconsider what it could offer to the common project and what lines its own future development should take.... It was an inevitable step from a consideration of the function of each subject as part of a vast social science project to an evaluation of the objectives of the project in general. What is the task of college teachers of the fourth decade of the century? What are the social objectives of American education?"

In attacking these questions Dr. Tugwell and his associates show a militant and missionary spirit. They indict the present trend in the social sciences because "they are regarded primarily as instruments for description and analysis rather than for experimental control." And they add, "There is no adequately developed concept of control because the desire for control runs concurrently with a realization of social goals." For these educators this is the crux of the problem. The teaching of social science should be "practical," at least in stimulating the student to wrestle with social philosophies and with the questions of desirable social ends. For Dr. Tugwell, more important than facts is "a deep apprehension concerning the availability to some hundred and twenty-five millions of Americans of what seem to be the instruments necessary to their progress, even to their very existence." In other words the fundamental needs of society should vitally inform instruction in the social science field.

Some of the numerous generalizations in the volume are not sufficiently self-evident or supported by adequate evidence, but the main argument frames the issues squarely and cogently. Representing the most enlightened liberal view in this field, the book deserves wide and thoughtful attention.

STUDIES IN COLLEGE EXAMINATIONS

Studies in College Examinations; Minneapolis: University of Minnesota Press, 1934; 204 pp.

This monograph explains the results of "an experimental investigation in the construction and use of college examinations" carried on at the University of Minnesota by a large committee of the faculty attacking the problems of new-type comprehensive courses in the general college of the institution. The breadth of aim in the inquiry is indicated in the introductory statement by Dr. M. E. Haggerty, chairman of the committee. After enumerating some 15 basic questions

regarding the nature of examinations, he makes these significant observations:

"Unless we content ourselves with superficial achievements in examination matters, the solution to problems of this type must be discovered. The only known methods of discovery are experimental analysis and the employment of refined statistical procedures. Using these methods an effort has been made to devise examinations suitable to the purpose for which they were to be used. The time has passed when anyone should attempt to evaluate educational processes by the ordinary type of examination, or by a general examination, however reliable it may be, which is not based directly upon the particular objectives of the instruction offered students. Those who have engaged in these studies have sought at great expense of time and effort to make measuring instruments that would reveal the degree to which the particular objectives sought by instruction are achieved."

That such an effort has been made is clear even from a cursory reading of the volume. In the several chapters the various types of tests on various subjects are discussed on the basis of the actual examinations (examples of which are reproduced in full), given in courses at the university; and the actual results are analyzed sometimes with full statistical and graphic interpretation. Obviously the committee and cooperating faculty members have utilized much of the most advanced experiment with the examination system. Those who have followed the subject with some care will recognize also that serious attempts have been made to explore some of the little understood problems in the making of good examinations. Representing an especially well coordinated effort in this important field, the results here printed should accordingly be of definite value to all college and university teachers.

PUBLICATIONS RECEIVED

The American State and Higher Education, Alexander Brody; Washington, D. C.: American Council on Education, 1935; 246 pp., \$1.00 paper, \$1.50 cloth.

Graduate Study in Universities and Colleges in the United States, Walton C. John; Washington, D. C.: Office of Education, U. S. Department of the Interior, 1935; 227 pp., \$0.20.

The Role of the Teacher in Personnel Work, Ruth Strang; New York: Bureau of Publications, Teachers College, Columbia University, 1935; 407 pp.

Some Relationships between Supply and Demand for Newly Trained Teachers, Mary Elliff; New York: Bureau of Publications, Teachers College, Columbia University, 1935; 69 pp., \$1.50.

Science and the Public Mind, Benjamin C. Gruenberg; New York: McGraw-Hill Book Company, Inc., 1935; 187 pp., \$2.00.

National Survey of the Education of Teachers: Volume II, *Teacher Personnel in the United States*, Edward S. Evenden, Guy C. Gamble, and Harold G. Blue; 258 pp., \$0.25. Volume III, *Teacher Education Curricula*, Earle U. Rugg, Wesley E. Peik, Frank K. Foster, Walton C. John, and Robert B. Raup; 547 pp., \$0.60. Volume V, *Special Survey Studies*, Benjamin W. Frazier, Gilbert L. Betts, Walter J. Greenleaf, Douglas Waples, Ned H. Dearborn, Mabel Carney, and Thomas Alexander; 484 pp., \$0.60. Volume VI, *Summary and Interpretation*, E. S. Evenden; 253 pp., \$0.20. Washington, D. C.: Office of Education, U. S. Department of the Interior, 1935.

Federal Grants for Education, Timon Covert; Washington, D. C.: Office of Education, U. S. Department of the Interior, 1935; 14 pp., \$0.05.

Teacher Tenure Legislation in 1935 to Date; Washington, D. C.: National Education Association, 1935; 38 pp.

Recent Court Decisions on Teacher Tenure; Washington, D. C.: National Education Association, 1935; 61 pp., \$0.25.

Creating Social Intelligence: A Descriptive Bibliography; Research Bulletin, vol. xiii, No. 3, May, 1935; Washington, D. C.: National Education Association; 159 pp., \$0.50.

NOTES FROM PERIODICALS

Journal of Higher Education

In the May issue, an article by Earl E. Cummins, "Making Economy Effective," is of timely interest in discussing the question, How can we economize without loss of quality? The answer relates to the experience of Union College.

M. M. Chambers discusses "The Military-Training Decision" with the thesis that the privilege of attending a land-grant college or other state-supported institution of higher education is a benefaction of the state, and not a right attaching to United States citizenship.

W. C. Eells and A. C. Cleveland present a statistical study of "Faculty Inbreeding," its extent, types, and trends in American colleges and universities, concluding with the following paragraphs:

"Academic inbreeding exists among over one-third of 17,000 faculty members in 219 representative American colleges and universities. It is greater in the East than in the South or West; in privately controlled institutions than in those under public control; in Catholic institutions than in those of various Protestant denominations; in institutions for men than in those for women; in large institutions than in small ones; in institutions with strong graduate schools than in those with smaller graduate departments; in older institutions than in those of more recent foundation; among instructors and assistant professors than among associate professors and full professors; and varies widely in different subject-matter fields.

"Patterns of inbreeding are of many different types, but in almost two-thirds of the cases the highest degree, and in over half the cases all the degrees secured, were taken at the employing institution. Inbreeding has increased almost 25 per cent during the past decade, raising the question of the possible increasingly injurious effect on the virility of American higher education."

The reviews include *Occupational Opportunities and the Economic Status of Recent Graduates (1928-1934) of Purdue University*, E. C. Elliott, F. C. Hockema, J. E. Walters; *Thirty Years of Educational Pioneering*, Herman Schneider; *Housing College Students*, Kathryn McHale and Frances V. Speck.

Mention is made by The Reporter of a study of the status of the American college professor under the direction of President Albert Britt of Knox College, as Chairman of the Commission of the Association of American Colleges. The American Association of University Professors is cooperating only in the passive sense that its membership has been selected for the study.

School and Society

The issue of May 25 prints a vigorous address by President Hutchins of the University of Chicago on "What is a University?" from which the following is quoted:

"...Freedom of inquiry, freedom of discussion, and freedom of teaching—without these a university can not exist. Without these a university becomes a political party or an agency of propaganda. It ceases to be a university. The university exists only to find and to communicate the truth. If it can not do that it is no longer a university....

"I have never been able to find a Red professor. I have met many that were conservative, and some who would admit they were reactionary. I have met some who were not wholly satisfied with present conditions in this country. I have never met one who hoped to improve them through the overthrow of the government by force. The political and economic views of university faculties are those of a fair cross-section of the community. The views of those who are studying social problems are worth listening to, for these men are studying those problems in as unbiased and impartial a fashion as any human being can hope to study them....

"In universities which permit students to study and talk as they please I see no evidence of increasing Redness. The way to make students Red is to suppress them. This policy has never yet failed to have this effect. The vigorous and intelligent student resents the suggestion that he is not capable of considering anything more important than fraternities and football. Most of the college Reds I have heard about have been produced by the frightened and hysterical regulations of the colleges. They are not Reds at all; they are in revolt against being treated like children...."

The leading feature of the issue of June 8 is the address on academic freedom by Secretary of the Interior Ickes. Under the heading of academic complications a number of press accounts are quoted of recent difficulties created by the political activities or alleged opinions of faculty members or students at the New Jersey College for Women, Howard University in Washington, D. C., the Rensselaer Polytechnic Institute, the University of Chicago, Columbia University, and Bryn Mawr College.

In the issue of June 15, an account is given of the actions by the president and individual faculty members of the University of California toward a bill introduced into the state legislature "relating to advocating the overthrow of government by force, violence, or other unlawful means." After much debate this bill was tabled by the assembly judiciary committee.

In the issue of July 6, William McAndrew makes an interesting compilation of recent commencement utterances with special reference to freedom of discussion of critical current problems. A valuable cross-section of contemporary academic opinion is here provided.

Baccalaureate sermons preached this year by Presidents Angell, Conant, and Dodds are printed in the issue for July 13.

In the issue of August 10 is an account of bills to prohibit compulsory military training in schools and colleges, introduced concurrently on July 24 in both houses of Congress by Senator Nye and Representative Kvale. In a statement to the press, Senator Nye pointed out that 118 schools and colleges would be affected by the proposed measure (if and when enacted) but that no established military policy of the War Department would be affected since it has never assumed responsibility for compulsion in R.O.T.C. work.

A statistical study of the salaries of college and university presidents by Walter Crosby Eells is based on the recent publication of the U. S. Office of Education of actual figures for such salaries for over 300 institutions. The author notes that 21, or 7 per cent, of 310 institutions pay their presidents more than \$10,000 a year (the highest being \$31,500 at the University of Pittsburgh), but he concludes that the "large proportion of the occupants of these responsible offices receive very modest if not entirely inadequate salaries."

Educational Record

The April issue contains an article by G. A. Works, Chicago, on "German Universities in the Autumn of 1934:"

"It is very difficult to form any adequate estimate of the extent to which faculty members in the German universities have been obliged to subordinate their views to what at the moment is the only political party in the country. It is true that regardless of 'race' some of the ablest professors have been forced to resign because they would not fully subscribe to the principles of National Socialism. In some instances individuals in this group have been taken back; and, at the moment, the political leaders seem to be more judicial in their attitude than was true in the early months of the National Socialists' régime. The writer, however, does not believe that anything that approaches academic freedom can be said to obtain in German universities. Furthermore, the present administrative organization of the universities makes it relatively easy for political leaders to control the personnel and policies of these institutions, if they wish to do so. Believing as the writer does in the necessity of freedom of thought if intellectual progress is to be assured, he is very much afraid that the present

political régime of Germany may unwittingly give progress in scholarship and research throughout the civilized world a serious set back by exploiting the universities for party ends."

H. W. Widener of the University of Buffalo deals critically with the "Universities as Trade Rivals:"

"... It all simmers down, in the end, to the impersonal administrative task of working out a satisfactory body of aims and policies together with a correspondingly harmonious course of action for all institutions that are to remain in operation. These are common problems, not those of any one college or university alone. And it is well to add that suitable machinery for the solution of such large problems does not exist anywhere."

An abstract is given of the "Program of Demonstration and Research" prepared for the Michigan Educational Planning Commission. The results of the 1934 psychological examination of the American Council on Education are statistically analyzed by L. L. and Thelma Gwinn Thurstone.

The July number is devoted to an account of the annual meeting of the American Council on Education, the addresses including "A Program for the Office of Education," by J. W. Studebaker; "A New Basis for Accreditation of Higher Institutions," by G. A. Works; "An Academic Costume Code," by F. C. Ferry; the annual list of accredited higher institutions; and an account of the complimentary dinner to Director Emeritus C. R. Mann.

American Scholar

Among the articles of interest in the summer number are those entitled "How Radical Are 'College Students'," by Harold Seidman, and "Legislating Loyalty," by Kenneth M. Gould.

From the article of Seidman, recent undergraduate editor of the Brown University Daily Herald, the following is quoted:

"Students are pacifists because they believe that war will destroy this lone hope remaining to them. They feel they are entitled at least to a fair chance to realize their ambitions. Even if by some miracle they do survive a war, which most of them are convinced they will not, the students and recent graduates believe they will neither have the courage nor faith left to enable them to resume the struggle to make a place for themselves in the world. The world is not a pleasant place for young men now. College men are of the opinion that they can not support the added burden of war. Pacifism is the young man's plea for fair play. When pacifist agitation ceases in the colleges it will mean that American youth has lost all faith in the 'Democratic

dogma'—all hope that we can achieve peace and security through the processes of representative government. . . .

"The American student fears revolution even more than he does war. He would rather struggle along under the existing economic system than risk the uncertainties of a new order. Due to his training and economic background the college student is far more likely to support fascism than communism."

In the article by Mr. Gould it is stated:

"The principles of academic freedom have been given their most authoritative formulation by the American Association of University Professors, which has valiantly fought many flagrant cases of discrimination and has stated in its *Bulletin*: 'If the students in any college classroom reach the conclusion that their teacher is afraid to speak his whole mind or give his conscientious beliefs, the day of his influence over them is done.'"

His conclusion is as follows:

"American scholars who may have flattered themselves that they are safe on an ivory tower of freedom from outside interference would do well to cast their eyes at the deeper currents of contemporary society. It is not comforting to learn that in Massachusetts a committee of the most distinguished college presidents of America, including Presidents Conant of Harvard, Compton of Massachusetts Institute of Technology, King of Amherst, Pendleton of Wellesley, and Neilson of Smith, were kept cooling their heels through a belated hearing on the teachers' oath bill now before the Massachusetts Legislature while representatives of patriotic organizations and political machines blatantly hissed the champions of academic freedom. . . ."

Journal of American Association of University Women

Some of the articles to be noted in the June issue are those on the International Bureau of Education, by P. Rossello; Evolving Educational Policies in the A.A.U.W., by Esther L. Richards; and Creating the Good Life for America, by Charles A. Beard. In the latter Dr. Beard pleads for a self-contained nationalism in which dependence on other countries is reduced to a minimum.

Junior College Journal

The May, 1935, issue is devoted mainly to an account of the annual meeting, including papers on "One-third of a Century of Progress," H. G. Noffsinger; "Trends in the Junior College Curriculum," John W. Barton; "Junior College: Dependent or Independent?" G. F.

Zook; "Junior-Senior College Relationships," H. B. Wyman. A special report is included on Private Junior Colleges.

Journal of the Association of American Medical Colleges

In the May issue, Secretary Zapffe gives a brief statistical discussion of the "Correlation of Accomplishment in the Arts College and in the Medical School of the 1933 Freshman Medical Students."

The July number contains Secretary Zapffe's comprehensive statistical study of applications for admission to the 1934 freshman class of 79 medical schools.

The total number of applications increased from 29,705 in 1933 to 32,321 in 1934, the number of applicants, however, being only 12,128 in the former year and 12,779 in the latter since 4859 in 1933 and 5156 in 1934 made multiple applications. The total numbers accepted in the two years were 7543 and 7419.

In the September issue H. P. Rainey discusses the relations of general and medical education.

Journal of Engineering Education

The June, 1935, issue includes an article by Dean R. G. Tyler of the University of Washington, "Should Instructors Do Outside Work?" with the general thesis that such work should not be too much restricted.

LOCAL AND CHAPTER NOTES

UNIVERSITY OF CHICAGO, SUPPORT OF ACADEMIC FREEDOM

In a letter to President Hutchins enclosing a check for \$10,000, the trustees of the Rosenwald Family Association made this statement:

"We are impressed by your liberal and courageous stand in behalf of academic freedom. We agree with you that intelligent exploration of all subjects is the duty of a university and the best defense of the nation against reaction on the one hand and revolution on the other."

The trustees further stated that it was their intention to make the university one of their three principal beneficiaries.

DENISON UNIVERSITY, STATEMENT OF POLICY CONCERNING ACADEMIC TENURE¹

(a) The rank, length, initial salary, and other conditions of every appointment shall be stated in writing.

(b) Appointments shall be of two kinds, temporary and permanent.

A temporary appointment is one which terminates at the close of the period specified in writing to the appointee at the time the appointment is made.

A permanent appointment shall continue during the life of the teacher, subject to the limitations stated below.

(c) Every new member of the faculty shall be engaged on a temporary appointment. This shall be for one or at most two years, and may be terminated at its expiration by either the university or the teacher, by giving due notice of the desire to terminate.

All appointments to the rank of Instructor shall be for a period of one, or at most, two years.

All appointments to the rank of Assistant Professor, subsequent to his first as such, shall be for a period of three, or at most, five years.

The appointment to the rank of Associate Professor, subsequent to his first as such, shall be for a period of five, or at most, eight years.

All second appointments to the rank of Professor, and all third appointments to the rank of Associate Professor shall be permanent.

(d) It is desirable that the question of appointments for ensuing years be taken up as early as possible. Notice of decision not to reappoint should be given not later than May 1st of each year. The teacher who proposes to withdraw should also give notice in ample time to enable the college to make a new appointment.

(e) It is understood that appointments may be terminated before

Adopted by the Board of Trustees, April 27, 1935.

their expiration by voluntary resignation, promotion by retirement as indicated below (g), or by the University for cause, such as grave moral delinquency, serious professional incompetence or incapacity, or lack of sympathy with the aims and ideals of Denison University.

(f) The only cause for which any appointment may be terminated by the Board of Trustees without notice is grave moral delinquency.

The termination of an appointment for cause such as serious professional incompetence or incapacity, or lack of sympathy with the aims and ideals of Denison University shall regularly require joint consideration by a faculty committee, appointed by the faculty, and by the Board of Trustees.

In all cases where the facts are in dispute, the teacher involved shall have the opportunity to be heard in his own defense.

Furthermore, in cases concerning professional incompetence, the teacher involved may introduce the testimony of other scholars in the same field, either in his own or from other institutions.

It is understood that the final decision in all cases shall rest with the Board of Trustees.

Dismissal for reasons other than moral delinquency shall take effect ordinarily at the end of the semester next following the semester in which the initial notice of intention to sever relations has been given.

(g) Upon reaching age 65 the teacher may retire or may be retired by the Board of Trustees, and upon reaching age 70, shall retire.

(h) A copy of this policy concerning academic tenure shall be presented to each prospective member of the faculty prior to acceptance of appointment, and acceptance of the appointment shall indicate the understanding and acceptance of this policy.

(i) This policy of academic tenure shall not apply to officers of administration or other employees of the University unless such persons are also members of the Faculty, and this agreement shall become effective September 1, 1936.

HARVARD UNIVERSITY, NEW PH.D. DEGREE

The new subject in which the doctorate degree has been established is called the History of Science and Learning. In announcing this new field of regular study President Conant said in part:

"The history of science, the history of ideas, the history of scholarship, and the history of universities should now be occupying the attention of many instead of a few. A discussion of these subjects with the proper emphasis on their relation to social and political history might well form an important part of a liberal education, but to find satisfactory teachers for such courses is now almost impossible.

"Until we have an adequate survey of our intellectual history we can not expect the world at large to understand the importance of the scholar's contribution to civilization."

The recipients of the degree will be required to have a knowledge of six major fields, and to master the technique of historical and scientific investigation. The major divisions of study would be philological, leading perhaps to the editing of texts; historical, leading to the investigation of historical and sociological problems; and philosophical, tending to the study of the logical or illogical sequences of discoveries, their psychological conditions and methods of discovery.

SOUTHERN ILLINOIS NORMAL UNIVERSITY, DINNER MEETING

A dinner meeting in June held by the chapter was attended by 48 members and guests, including the acting president of the institution and his wife. The guest speakers were Professors Theodore Lentz and L. L. Bernard of Washington University in St. Louis. Professor Bernard explained the purposes and activities of the Association. According to a report of one of the officers of the chapter, "This meeting has brought our chapter out into the open and given it dignified publicity."

UNIVERSITY OF OKLAHOMA, CONFERENCE ON HIGHER EDUCATION

The University announces a Southwestern Conference on Higher Education, to be held at Norman, November 14-16, 1935, on the general subject "Higher Education and Society."

Educators among guest speakers listed for the public sessions are Boyd H. Bode of Ohio State University, William F. Ogburn of the University of Chicago, Kathryn McHale of the American Association of University Women, and L. D. Coffman of the University of Minnesota. Frank Ernest Hill, author of *The Westward Star* and *What Is American?* and Thomas H. Benton, painter of the Whitney Museum murals "The Arts of Life in America," will speak on cultural aspects of the contemporary scene.

Speakers listed for the section discussing specific problems of higher education in the Southwest include Homer L. Dodge and A. B. Adams of the University of Oklahoma, R. A. Tsanoff of Rice Institute, and D. Y. Thomas of the University of Arkansas. Other discussion sections will provide opportunity for scientists, social scientists, artists, and writers to consider their special problems.

The conference is planned as an observance of the tenth anniversary of the administration of William Bennett Bizzell as president of the University. Institutions of higher learning in Oklahoma, Missouri,

Kansas, Colorado, New Mexico, Texas, Louisiana, and Arkansas have been invited to participate.

UNIVERSITY OF OMAHA, DISMISSAL OF PRESIDENT

While the Association can not in general investigate dismissals of administrative officers, or in unaccredited institutions, the following statement of facts is published for the information of members.

The Municipal University of Omaha opened its doors in 1931, with Dr. William E. Sealock as president. In spite of the handicap of inadequate physical plant, President Sealock assembled a competent faculty, and developed standards of scholarship. In 1934, President Sealock's three-year contract expired, and he was re-elected for a one-year term. Annual election of faculty members is the practice at Omaha.

During 1934-35, opposition developed within the board of regents to President Sealock and a number of his faculty. The president was criticized because of his affiliations with the local Unitarian Church, and for his support of the right of faculty members to hold so-called "liberal" views on economic and political questions. There was also opposition to the President's constant insistence upon the necessity to expand the physical plant of the university.

In the spring of 1935, by a vote of six to three, the board of regents expressed lack of confidence in the president. Thereupon (May 28), the Chairman of the Faculty Relations Committee of the Board resigned, insisting that as a public, tax-supported university, the University of Omaha should zealously safeguard "the individual's freedom of conscience in religious matters," and that "the fullest academic freedom, consistent with good citizenship, must be maintained."

A large part of the faculty and students promptly indicated their support of President Sealock, and the students demanded an investigation of charges of "spying" on students and faculty. The Board devoted several days to such a hearing, but refused to make the results public because of an alleged pledge of secrecy to the witnesses. When witnesses issued a public statement consenting to publication of their testimony, the Board justified its stand on the ground that the evidence was not of sufficient importance.

At a meeting of seven members of the Board, on June 27, and during President Sealock's absence in the east to interview candidates for vacant faculty positions, the presidency was declared vacant, effective September 1, 1935. All other administrative officers and faculty members were reappointed.

President Sealock, on his return to Omaha, issued a statement to the

press, stressing the opposition of certain members to his church affiliations and his defense of academic freedom as the probable causes of his dismissal, and demanding that the Board inform the public of the reasons for its action. The request was ignored. On July 7, Dr. Sealock committed suicide. In a letter written just before he died, to Senator Norris of Nebraska, and subsequently published in the *St. Louis Post-Dispatch* (August 6), President Sealock attributed some of his difficulties to his refusal to urge the minister of his church to cease his attacks on holding companies. The president of the Board of Regents is president of the Nebraska Power Company.

Several days after President Sealock's death, the Board announced that his dismissal was due to the fact that he was not "a good executive." One anti-Sealock member of the Board has resigned, and the vacancies on the Board of Regents have now been filled by the Board of Education. In August, a new president was chosen by the Board, without consultation or cooperation with a faculty committee.

UNIVERSITY OF PENNSYLVANIA, PATENT POLICY

The University on December 9 announced the adoption of a definite policy of prohibiting the patenting for profit by any one connected with it of any invention or discovery affecting the public health. The university or individuals in its employ will not be permitted to patent new drugs, process, or apparatus invented or discovered which "are intended primarily for medical or surgical use." Patents on inventions or discoveries in these fields may, however, be taken out with the sole intention of protection without profit. Dr. Thomas S. Gates, president of the university, pointed out that it has not been the practice of the university or its employees to patent such discoveries, but there has never been a definite ruling previously.

UNIVERSITY OF PITTSBURGH, LEGISLATIVE INVESTIGATING COMMITTEE¹

The Legislative Investigating Committee which probed the status of academic freedom at the University of Pittsburgh today side-stepped a decision on the ousting of Dr. Ralph E. Turner—the issue which prompted the investigation—and returned a report which declared:

1. The Board of Trustees should cease to be self-perpetuating and consist of 33 members, including 10 elected by the alumni and five appointed by the Governor.
2. The University should return to the faculty tenure rules of 1919, abrogated by Chancellor John G. Bowman when he came to Pitt in

¹Quoted from the Pittsburgh Press, June 17, 1935.

1921—a move which has made members of the faculty uncertain of their posts.

3. The action of the University in "dissolving the Liberal Club and also expelling the officers of the club was too severe and drastic, considering the circumstances."

4. The reasons given for refusal to grant a charter to the League for Social Justice "are not substantial and show a distinct tendency to abrogate and nullify any attempt on the part of students to become engaged in activities of a liberal nature on the university campus."

5. Dr. Colston E. Warne, economics professor now at Amherst, and Dr. W. Ellison Chalmers, economics instructor, were "unjustifiably" interfered with in their outside activities by the University Administration.

6. The Committee does not sustain the officials of the University in their contention that Negro medical students can not obtain admission to the Hospitals in Pittsburgh and recommended that there should be no discrimination at the School of Medicine "on account of race, creed, and color."

The report, submitted to the House of Representatives today, declared the committee could ascribe no reason for the dismissal of Dr. Turner, history professor.

School and Society for July 27 quotes the statement of Governor Earle of Pennsylvania in signing on July 20 the bill appropriating \$1,899,357 to the university, from which the following is taken:

"The sanctity of our institutions can be preserved, and their progress can be assured, only when they are maintained as free and open forums of debate upon all questions.

"Suppression of discussion is a violation of constitutional liberty, and will not be permitted in any institution which receives state aid and support of the taxpayers of the state.

"Specifically, I warn that the recommendations of the legislative committee which investigated the University of Pittsburgh must be most carefully heeded, and action taken accordingly. . . .

"If this warning is not respected I will be forced to consider the University of Pittsburgh an institution for the promotion of private interests, entitled to no support from the commonwealth, and accordingly I will approve no future appropriations to that university."

From the text of the report is quoted the following significant statement:

"The Committee, in order to harmonize the conflicting testimony as to Academic Freedom, reaches the conclusion that the declaration of the principles of Academic Freedom as adopted by the American Associa-

tion of University Professors is without a doubt the ideal toward which all institutions of learning should strive and if possible attain."

UNION COLLEGE, EXCHANGE STUDENTS

Arrangements have been completed with St. Andrews University to select one of the ten highest ranking sophomores for study abroad during his junior year. The successful scholar will pay his own institution the regular tuition fee, but the institution he will visit will provide tuition, room, and board. It is understood that exchange scholars will return to their own colleges for their senior year and for regular graduation.

The first exchange has been made and the students are in residence.

COMMUNICATION

DUE NOTICE OF RESIGNATION FROM FACULTY

From a Member to the General Secretary

. . . It happens that I am associated with both administrative work and faculty at. . . While I teach, I also do a certain amount of administrative work and this gives me a natural interest in any move to bring the two forces together.

In my opinion, it would cause much better feeling on the part of the administration of the various colleges if the American Association were to place itself on record as being definitely opposed to the abrupt termination of a contract on the part of one of its members. It is undoubtedly unfair on the part of the institution to discharge a faculty man without sufficient warning. Could the American Association of University Professors make it quite clear that it expects the faculty man to give the university adequate notice on his part, say by June 1, or even July 1? . . .

Reply from General Secretary

. . . the Association adopted at the annual meeting in December, 1929, a statement with reference to the time when members of the faculty ought to notify the college or university authorities that they propose to leave. This statement you will find reprinted on page 358 of the *Bulletin* for May, 1932. You will see that it requires even a longer notice than that given in your letter.

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of six hundred and sixteen active and one hundred and two junior members as follows:

Alabama College, Ronald Ingalls; **University of Alabama**, Dennard Engram, William Fidler, Miriam Locke; **Alaska College of Agriculture and School of Mines**, Charles R. Huber; **Albion College**, Chester Destler, Aaron J. Miles; **Albright College**, A. Raphael Fenili, E. Lewis Smith, Virgil C. Zener; **Alfred University**, Charles R. Amberg, Lester R. Polan, Alfred E. Whitford; **Allegheny College**, W. Scott Hall; **American University**, Almon R. Wright; **American University of Beirut**, Laurens H. Seelye; **Amherst College**, James F. Cusick, Gail Kennedy; **University of Arkansas**, Russell G. Paddock, Pearce C. Kelley, H. R. Rosen; **Armour Institute of Technology**, Joseph B. Finnegan; **Baldwin-Wallace College**, Paul E. Baur, Arthur C. Boggess, Frederic B. Dutton, Clyde E. Feuchter, Helen Galleher, Kathryn E. Grover, Lucille Mercer, Thomas C. Surrarrrer; **Blue Mountain College**, George W. Beswick; **Bowling Green State University**, Daniel J. Crowley, William C. Hoppes, Clayton C. Kohl, Rea McCain, Charles F. Reebs, John Schwarz, Willard E. Singer, Leon B. Slater, Richard M. Tunnicliffe, H. C. Witherington, Walter A. Zaugg; **Brooklyn College**, Norma L. Drabkin, Alice E. Kober, Ruth Robeck, Jack Wolfe; **Brown University**, Robert H. Williams; **Bucknell University**, Majel K. Brooks, Irving L. Churchill, Daniel J. Gage, V. B. Hall, Forrest E. Keller, Roy C. Tasker; **California Institute of Technology**, Richard M. Badger, Henry Borsook, Theodosius Dobzhansky, Jesse W. M. DuMond, Philip S. Fogg, Frederick C. Lindvall, Gennady W. Potapenko, William L. Stanton, Don M. Yost; **University of California (Berkeley)**, Sherburne F. Cook, Lesley B. Simpson; **University of California at Los Angeles**, William F. Adams, Ruth V. Atkinson, Sarah R. Atsatt, Emily M. Bartlett, Ruth E. Baugh, Francis J. Crowley, Sarah C. Fisher, Georgia B. Johnson, E. Lee Kinsey, John W. Olmsted, Orda A. Plunkett, Helen B. Thompson, Fredric P. Woellner; **Carleton College**, Charles A. Culver, Raymond B. Sawyer; **Case School of Applied Science**, Eric A. Arnold, Orley E. Brown, Harry D. Churchill, Raymond H. Danforth, Henry B. Dates, Anatoli C. Seletzky, Charles C. Torrance, William R. Veazey, Fred H. Vose; **University of Chattanooga**, Winston L. Massey; **University of Chicago**, Edwin E. Aubrey, Niel F. Beardsley, Herbert Blumer, Pierce Butler, William J. Dieckmann, Paul Hodges, Victor Johnson, Frederick L. Schuman, Eugene U. Still, Arnold Walther; **University of Cincinnati**, Francis H. Bird, Herbert A. Dangel, Arthur W. Holmes, Thomas C. Lavery, Robert E. Taylor, Heiskell B. Whaling; **City College (New York)**, Abram Glaser; **Colorado State College**, Ida Didier; **University of Colorado**, Muriel V. Sibell, Ruth Sumner, Dixon Wecter; **Columbia University**, Edmund deS. Brunner, Walter A. Curry, Frederick W. Hehre, Florrie Holzwasser, Carolina Marcial-Dorado, George W. Mullins, Thomas T. Read, Raymond R. Rogers, Walter I. Slichter; **Connecticut State College**, E. Lowell Kelly, Walter Landauer; **Connecticut College for Women**, Rita Barnard, Zelmira Biaggi, Julia W. Bower, Catherine Oakes, Hamilton M. Smyser; **Converse College**, Martha Alexander-Mullin, E. C. Hunter, Robert C. Wingfield; **Cornell University**, Bristow Adams, Walfred A. Anderson, Fred A. Barnes, Amos Black, Muriel Brasie, Olga P. Brucher, Ferdinand H. Butt, Ralph W. Church, Jesse A. DeFrance, Myron G. Fincher, William W. Flexner, F. A. Harper, Katharine W. Harris, Hazel M. Hauck, Robert B. Hinman, Stacey F. Howell, John G. Kirkwood, Otto Kinkeldey, Ernest

A. Kubler, Richard Laubengayer, Kurt Lewin, George H. Maughan, Evans Mayo, Amy G. Mekeel, Day Monroe, Richard A. Mordoff, Herbert J. Muller, C. Leo Norris, James W. Papez, Marion C. Pfund, Katherine Reeves, Juan E. Reyna, Fred S. Rogers, Gilbert Ross, Dwight Sanderson, Gad Scoville, W. C. Senning, Harold D. Smith, James B. Sumner, Earle B. Struble, Ethel B. Waring, Ralph Wood; **Creighton University**, Nicholas Dietz, Jr., Victor E. Levine; **Culver-Stockton College**, True Taylor; **Davidson College**, Kenneth J. Foreman; **Denison University**, F. Dewey Amner, Bruce D. Greenshields, Sidney Jenkins, Horace King, Thomas A. Rogers, William T. Utter; **De Paul University**, Francis X. Hillen; **Drake University**, Paul S. Helmick, Mary B. Nethercut; **Duke University**, Martin L. Black, Jr., John S. Bradway, David W. Carpenter, Bert Cunningham, Warner Fuller, Edwin C. Hamblen, Oscar C. E. Hansen-Pruss, Charles L. B. Lowndes, Haywood M. Taylor; **Duquesne University**, Earl L. Knight, Harry B. McClelland; **Elmhurst College**, Harold M. Tolo; **Findlay College**, Yale K. Roots; **Florida State College for Women**, Coyle E. Moore; **University of Florida**, Charles E. Abbott, F. M. De Gaetani, Ethel E. Donahey, John E. Johnson, Elizabeth Thorne; **Franklin College**, Ernest H. Shideler; **Franklin and Marshall College**, Frederick S. Foster, Darrell D. Larsen; **George Washington University**, Carl D. Wells; **Georgetown University**, Vincent J. Dardinski; **University of Georgia**, Rufus L. Keener; **Hamilton College**, John M. Moore, George L. Nesbitt, George H. Perrine; **Harvard University**, John F. C. Richards; **Heidelberg College**, A. Henry Dahlstrom, John H. Lancaster, Martin W. Smith; **Hobart College**, Foster P. Boswell, John E. Bridgers, Jr., Ralph H. Bullard, Forrest L. Dimmick, Walter H. Durfee, Alexander L. Harris, Alfred C. Haussmann, Horace N. Hubbs, John E. Lansing, John Muirheid, Robert W. Torrens, John G. Van Deusen, Ellsworth H. Wheeler, James M. Williams, Edward J. Williamson, Willis P. Woodman, Herbert H. Yeames; **Hollins College**, Hazel Burnham; **Hood College**, John P. Umbach; **Howard College**, William E. Bohannon; **Howard University**, William Coleman, Georgiana Simpson, Charles G. Williams; **Hunter College**, R. Lucile Anderson, Edith M. Beals, Lavinia B. Eves, Hazel D. Warren; **University of Idaho**, Reuben A. Diettert; **Illinois State Normal University (Southern)**, Annemarie Krause, Eli G. Lentz, Ruby Van Trump; **Illinois State Teachers College (Western)**, James Ernst, Paul R. Neureiter; **Indiana State Teachers College**, Vachel E. Breidenbaugh, Harold Bright, Edward M. Gifford, Merit L. Laubach, June Reynerson; **Indiana University**, Mabel G. Compton, Eugene W. Kanning; **Iowa State College**, Ernest W. Anderson, Martin F. Fritz, S. D. Phillips, O. A. Olson; **State University of Iowa**, James Babcock, Albert C. Baird, William F. Bristol, Raymond Brugère, Bradley N. Davis, Cornelis W. De Kiewiet, John A. Eldridge, Clara B. Ellis, Harold B. Eversole, Erich Funke, Fred E. Haynes, Lester B. Higley, Elmer W. Hills, Harry M. Hines, Frank E. Kendrie, M. Willard Lampe, Charles H. McCloy, Edward C. Mabie, Philip Mechem, Frank L. Mott, Richard W. Nelson, Chester A. Phillips, Ivan L. Pollock, Chesley J. Posey, Frederick M. Pownall, Joseph E. Rose, Eleanor H. Slifer, Harry Thatcher, Jr., Erling Thoen, Harrison J. Thornton, Dorrance S. White, Sidney G. Winter, May P. Youtz, Francis Zuill; **Iowa Wesleyan College**, Willis J. Bell; **James Millikin University**, Ralph Yakel; **John B. Stetson University**, Jennis W. Futch; **Kansas State Teachers College of Emporia**, Harold M. Priest; **Kent State College**, John L. Blair, Buryl F. Engleman; **University of Kentucky**, Edward W. Rannels; **Knox College**, Carl M. Hanson; **Lafayette College**, George K. Strodach; **Lake Erie College**, Matilde Carranza, Jessie L. Cook, Helen Gray, Aravilla M. Taylor; **Lawrence College**; Dorothy Fenton, Howard W. Troyer; **Lehigh University**, Carl E. Allen, Harold V. Anderson, Cedric Gale, Dale H. Gramley, Kenneth W. Lamson, Harvey A. Neville, Eugene H. Sloane,

Edwin R. Theis, Francis J. Trembley; **Lindenwood College**, Elizabeth Dawson, Ada D. Tucker; **University of Louisville**, Raymond E. Myers; **Loyola University (Chicago)**, Morton D. Zabel; **Macalester College**, William A. Cornell; **University of Manitoba**, Robert A. Wardle; **University of Maryland**, Howard B. Cordner, William P. Walker; **Maryville College**, Zoe W. Carroll; **Massachusetts Institute of Technology**, Avery A. Ashdown, Leicester F. Hamilton, Warren J. Mead, George Scatchard; **Miami University**, W. E. Anderson, Joseph Bachelor, Raymond Boydston, Howard L. Chace, Fred Cottrell, Agnes Fowler, Robert A. Hefner, Howard Higgins, Harold Hoffman, Donald L. King, Thomas P. Van Vorhis, Mary Willcockson; **Michigan State Normal College**, John F. Barnhill, Estelle Bauch, L. Lucretia Case, Marion Magoon; **University of Michigan**, Robert C. Angell, Arthur L. Dunham, Earl L. Griggs, Ermelindo A. Mercado, Walter A. Reichard, Floyd K. Riley, Leon H. Strong, Lewis G. Vander Velde, Benjamin W. Wheeler; **University of Minnesota**, Jonas J. Christensen, Elizabeth G. Gardiner, Lewis F. Garey, Rodney B. Harvey, Clifford Kirkpatrick, Harold Macy, F. M. Rarig, Wilson D. Wallis; **Missouri State Teachers College (Northeast)**, Vera E. Fawcett, Harry G. Dildine; **Missouri State Teachers College (Northwest)**, Roy A. Kinnaird, Anna M. Painter; **Missouri State Teachers College (Southeast)**, Homer R. Bolen, Ernest H. Newmeyer; **University of Missouri**, Joe B. Butler, F. L. Thomsen, John C. Wooley, Verna Wulfekammer; **Morehead State Teachers College**, Ralph M. Hudson; **Muhlenberg College**, Robert J. Conklin; **Muskingum College**, John M. McCleery; **Nebraska State Teachers College (Peru)**, Norma L. Diddel, Marie H. Faulhaber, Paul Maxwell, George W. Smith, Grace Tear, John M. Winter; **Nebraska State Teachers College (Wayne)**, Kathryn Haganir; **University of Nebraska**, Knute O. Broady, Carl M. Duff, Michael Ginsburg, Clifford M. Hicks, Frederick D. Kirsch, Jr., John M. Matzen, Maurice H. Merrill, Emily G. Moore, Louise E. Mundy, Ferris W. Norris, Oscar W. Reinmuth, George W. Rosenlof, E. F. Schramm, Edith L. Webster; **University of New Hampshire**, Arnold Perretton, Marvin R. Solt, Charles M. Mason; **University of New Mexico**, Fred W. Allen, John Englekirk, Frank M. Kercheville, Stuart A. Northrop, Benjamin Sacks; **New York University**, Robert Gessner, William Gruen, Morris H. Harnly, Ruth B. Howland, Alfred F. Huettnier, Thomas N. Jenkins, Joseph F. Snyder; **Newark College of Engineering**, Edward Baker; **North Carolina State College**, William P. Kellam; **Northern Normal and Industrial School (South Dakota)**, Edith A. Aldrich, Howard O. Ashton, E. Kenneth Baillie, Margaret Briscoe, Arthur W. Coe, Harry K. Hutter, Nels N. Johnson, Keo King, Grace E. McArthur, Milton E. Nugent, Lilly Schoenleber; **Northwestern University**, Berton J. Ballard, James W. Benjamin, Russell Dick, Leon Kranz, John C. Teevan, Harold B. Ward; **Norwich University**, Leon E. Dix, George F. Newbrough; **Ohio University**, Albert C. Gubitz, Mary T. Noss, Roy H. Paynter, Emmett Rowles; **Oklahoma Agricultural and Mechanical College**, Joseph Barnett, Jr., Russell H. Baugh, Emily H. Davis, Brenda Gould, Harold E. Harrington, Paul T. Klingstedt, John H. Moore, Mary F. Reed, Ray L. Six, Grace Steininger, Allie-Beryl Wallace, Harry M. Wallace, Jr.; **Pacific University**, Alan M. Gunn, D. Otis Smith; **Parsons College**, E. Hobart Collins; **Pennsylvania State College**, Harold F. Graves, A. Robert Higgins, Clarence H. Kent, Mabel E. Kirk, Nelson Walke, Charles D. Werner, Clarence O. Williams; **University of Pennsylvania**, A. Irving Hallowell, Harry Sternfeld; **University of Pittsburgh**, Glenn E. McLaughlin, Elizabeth Rearick, Hugh A. Wing; **Princeton University**, Philip K. Hitti, John A. Irving, H. D. Smyth, Frank T. de Vyver; **Purdue University**, Clellen L. Morgan; **University of Redlands**, Robert H. Lynn; **Rensselaer Polytechnic Institute**, Archie W. Bray, Joseph Begue, Robert H. Luce, James McGiffert, Edward H. Van Winkle; **Rice Institute**, Jarmon A. Lynch, Fred V. Shelton, George G. Williams; **Rutgers University**, Eugene

L. Huet; **College of St. Benedict**, Mary H. Kranz; **St. Bonaventure College**, J. F. Abbott Rick; **St. Louis University**, Francis M. Crowley; **College of St. Teresa**, Richard Bohan; **Sam Houston State Teachers College**, Daniel H. Fischer, Harriet Smith; **San Diego State College**, Georgia C. Amsden, O. W. Baird, Baylor Brooks, Roy E. Cameron, Vinnie B. Clark, E. Chester Deputy, John M. Gleason, Robert D. Harwood, Charles B. Leonard, Lewis B. Lesley, George R. Livingston, C. R. Moe, Lena Patterson, Paul Pfaff, Walter T. Phillips, Spencer L. Rogers, Leila D. Smith, Hilde Walker, Curtis R. Walling, William H. Wright; **Smith College**, H. Louisa Billings, Charles J. Hill; **University of Southern California**, William H. Burton, D. Welty Lefever, Philip A. Libby; **Spelman College**, Luella F. Norwood; **Stanford University**, Theodore H. Boggs, Verna A. Carley, John C. Clark, John Field, Victor E. Hall, Philip E. Keller, Paul H. Kirkpatrick, Richard T. LaPiere, George S. Luckett, Maud A. Merrill, Siemon W. Muller, Neils P. Neilson, John T. Reid, Charles N. Reynolds, Frank W. Weymouth; **Susquehanna University**, Luther D. Grossman; **Swarthmore College**, Patrick M. Malin; **Syracuse University**, Leonard W. Adams, Carl R. Bye, Gerard Edell, Tom R. Fisher, Ernest Griffith, Clayton C. Spencer; **Temple University**, Edward R. Robbins; **Tennessee State Teachers College (Memphis)**, Charles E. Lane, Jr.; **University of Tennessee**, Calvin A. Buehler, George M. Hall; **Agricultural and Mechanical College of Texas**, Virgil M. Faires; **Southwest Texas State Teachers College**, Leonard N. Wright; **University of Toledo**, Harry Paine; **Trinity College (Connecticut)**, William Helmbold; **Tufts College**, Weston Bousfield, Leo R. Lewis, Marston Balch; **Tuskegee Normal and Industrial Institute**, William A. Clark; **Union College**, Overton Luhr, Augustus P. Zabuesnic; **University of Utah**, Sidney W. Angleman, J. Irvin Swigart; **Vassar College**, Moritz A. Geiger, Charles G. Post, Mary E. Wells; **Virginia Agricultural College and Polytechnic Institute**, Russell Baldock; **Virginia State Teachers College (Harrisonburg)**, Walter J. Gifford, Howell G. Pickett; **University of Virginia**, Alfred Akerman, James S. Constantine, George B. Eager, Jr., Frederic T. Wood; **Washburn College**, Earl Kauffman, Jr.; **Washington and Lee University**, Ollinger Crenshaw, Mervyn Crobaugh, Lemuel L. Hill, Hale Houston, George S. Jackson, Allen W. Moger, Leon P. Smith, Jr.; **State College of Washington**, Charles A. Yount; **University of Washington**, W. L. Beuschlein, Jean C. Chessex, Frances M. Earle, Erwin A. Esper, A. Violet Hall, Helen Hall, D. S. Jeffers, Jane S. Lawson, John W. Miller, Everett J. Nelson, Robert T. Pollard, William M. Read, Leonard P. Schultz, Albert L. Seeman, Lurline V. Simpson, August Werner; **Wells College**, Otto S. Fleissner, Gertrude Grether, George L. Ridgeway, Carl Parrish; **Western Reserve University**, Robert C. Binkley, Henry M. Busch, Mildred Hart, Victor C. Myers, Addie Piehl, Katherine H. Porter, Emile B. de Sauzé, Richard C. Spencer, Eleanor W. Thomas, Arthur W. Quimby; **Wheaton College**, Louise S. Boas; **William Jewell College**, Helen Churchill; **Williams College**, William H. Doughty, Jr.; **Wisconsin State Teachers College (Superior)**, Franklin D. Scott; **University of Wisconsin**, Joseph G. Baier, Jr., Francis M. Dawson, Philip G. Fox, John P. von Gruening, Curtis P. Nettels, Selig Perlman, Robert O. Roeseler, Oliver S. Rundell, Warner Taylor, Matthew H. Willing; **Yale University**, Abraham White.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

University of Akron, Dwight E. Gray; **Brooklyn College**, Isidore Kayfetz; **Catholic University of America**, Oliver Grosz; **University of Chicago**, Leonard S. Cottrell, Jr., Marion W. Richardson; **City College (New York)**, Giovanni E. Conterno; **Creighton University**, Wendell A. Dwyer; **Duke University**, J. C. Mouzon; **Goucher College**, Ellen N. Duvall; **Hood College**, Newton Underwood; **Idaho**

State Normal School (Lewiston), Rollie M. Brooking; Indiana University, Merrill T. Eaton; Iowa State College, Bernard Lenrow; John B. Stetson University, Charles A. Fisher; University of Louisville, Hampden Lawson, E. J. Wotawa; Mississippi State College, Richard V. Lott; Murray State Teachers College, Austin S. Bratcher; Pennsylvania State College, Paul H. Wueller; Seton Hall College, Elmer K. Kilmer; Simmons College, H. Leigh Baker; University of Southern California, H. Jeffery Smith; Spring Hill College, L. E. Loveridge; Tennessee State Teachers College (Memphis), Daniel M. Robison; University of Toledo, John R. Spicer; Tulane University, Herbert P. Riley; Washington and Lee University, F. James Barnes, II.

JUNIOR MEMBERS ELECTED

American University, George L. Sixbey; Baylor University, Errett W. McDiarmid, Jr.; Brooklyn College, Vincent Dillon; Bucknell University, Charles A. Godcharles, Vincent A. McCrossen, Donald G. Stillman; California Institute of Technology, Donald S. Clark, Emory L. Ellis; University of California (Berkeley), Esther C. Hendee, H. Fabian Underhill; Case School of Applied Science, George W. Sanford; Catawba College, Howard E. Slagen; University of Chicago, Leonard S. Cottrell, Jr.; University of Cincinnati, Winston E. Kock; Colgate University, Andrew Louis; Columbia University, Margaret M. Wood; Cornell University, Solomon Katz, James D. Pond; Creighton University, Mary Gojdics, Katherine Ragen, Claire V. Stickney; Drake University, Ernst W. Swanson; University of Florida, A. H. Spurlock; Fordham University, Bernard E. Silver; George Washington University, John A. Aman; Georgetown University, Charles J. Stucky; Grinnell College, Grant W. Smith, W. Willis Turner; Iowa State College, Rainer Schickele, W. C. Tully; State University of Iowa, Helen L. Dawson, Walton L. Multer, Julia R. Spicer; Johns Hopkins University, James V. Rice, Ancel P. Weinbach; Lafayette College, Robert H. Morgan, Cecil J. Reynolds; Lake Erie College, Kathryn S. Bennett; Lehigh University, Clyde A. Harding, Carl H. Samans, Carl Strauch; Louisiana State University, Robert W. Virtue; University of Louisville, Philip E. Blackerby, Jr.; McKendree College, W. Earl Hayter, George A. Scherer; University of Maryland, William A. Frazier, L. W. Simmons, Florence T. Simonds, R. G. Steinmeyer; Massachusetts State College, Henry N. Andrews, Jr.; Mercer University, William E. Fort, Jr.; University of Michigan, Harlow J. Heneman; Missouri State Teachers College (Northwest), Hugh G. Wales; University of Montana, Harry R. Hoppe; Muskingum College, W. B. Fair; New York University, Morris Rabinowitz, Benjamin P. Sonnenblick, Edward Webster; Newark College of Engineering, Joseph Joffe; Northwestern University, Marlowe G. Anderson, Neville L. Bennington; Oklahoma Agricultural and Mechanical College, O. C. Dermer, Stewart P. Linscheid; University of Oregon, Ernest V. D. Murphy; Pacific University, George A. Odgers; Woman's Medical College of Pennsylvania, Winona MacCalmont; University of Pittsburgh, Lloyd Jones; Purdue University, Theodore K. Noss; Queens-Chicora College, Mary M. Fulton, Mary H. Inglis; Rensselaer Polytechnic Institute, Roland Walker; Rutgers University, Donald M. Hill; San Diego State College, Donald J. Robertson, Mabel C. Trail; University of Southern California, Mabel F. Rice; Temple University, Joseph Van Vleck, Jr.; University of Tennessee, Edmund C. Gass; University of Toledo, John B. Friend; Vassar College, Elizabeth Butler; Washington and Jefferson College, Quentin O. McAllister; State College of Washington, Albert M. Berry; University of Washington, Guy P. Youmans; Western Reserve University, Dale Dreisbach, Elwyn B. Robinson; Williams College, Robert M. Walker; University of Wisconsin, Rudolf B.

Gottfried, Samuel I. Hayakawa; **Not in University Connection**, Warren W. Day (M.A., Ill.), Champaign, Ill.; Leslie German (Ph.D., Cincinnati), Whiting, Ind.; Jessie Graham (Ph.D., Southern California), San Jose, California; Henry B. Hill (Ph.D., Wisconsin), Kansas City, Mo.; Dawn Logan (Ph.D., Ohio State), Sarasota, Florida; Robert S. McCordock (Ph.D., Columbia), Harrogate, Tenn.; Thomas L. Mayes (M.S., Tennessee), Harrogate, Tenn.; Helen M. Miller (Ph.D., Johns Hopkins), Baltimore, Md.; Joseph E. Morsh (Ph.D., Johns Hopkins), Washington, D. C.; Albert L. Olson (Ph.D., Yale), New Haven, Conn.; Aulus W. Saunders (Ph.D., Iowa), University City, Mo.; Earnest Slessinger (Ph.D., Pennsylvania State), Kutztown, Pa.; Josephine M. Smith (Ph.D., Iowa), McPherson, Kans.; Claude W. Stimson (Graduate Work, Chicago), Omaha, Neb.; W. S. Woodward (M.A., Tennessee), Harrogate, Tenn.

NOMINATIONS FOR MEMBERSHIP

The following two hundred and ninety-five nominations for Active membership and sixty nominations for Junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before November 25, 1935.

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; Julian Park, Buffalo.

Elizabeth Abbott (Physical Education), Northwestern
Oscar N. Allen (Bacteriology, Plant Pathology), Hawaii
Paul W. Allen (Bacteriology), Tennessee
Carl B. Althaus (Education), Kansas
Burton W. Ames (Extension Teaching), Florida
Edward C. Ames (English), Toledo
Ernest G. Anderson (Biology), California Institute of Technology
J. Cutler Andrews (History), Carnegie Institute of Technology
Henrietta V. Apfel (Classics), Hunter
Lawrence F. Ashley (Industrial Arts), Illinois State Teachers (Eastern)
E. Stanley Ault (Engineering), Case School of Applied Science
Florence E. Baird (Foreign Languages), Bowling Green State
Stanley T. Ballenger (Modern Languages), North Carolina State
Ford B. Barnard (Education), Brooklyn
Gladys L. Bartle (Art), Illinois State Normal
Mildred Bateson (Fine Arts), Southern California
Edward C. O. Beatty (History, Political Science), Illinois State Teachers (Northern)
Ben R. Beisel (Mathematics), Allegheny
René Bellé (French), Southern California
Ivan Benson (Journalism), Southern California
William A. Blakely (Psychology), Colorado College
Cecil A. Blue (English), Lincoln (Missouri)
Morton Bodfish (Economics, Real Estate), Northwestern
Viva Boothe (Business, Economic Research), Ohio State
Aberdeen O. Bowden (Anthropology), Southern California
Joseph C. Boyce (Physics), Massachusetts Institute of Technology
Charles Bramer (Civil Engineering), North Carolina State
C. O. Brannen (Agricultural Economics), Arkansas
Ann Brewington (Teacher Training), Chicago
William G. Brink (Education), Northwestern
Samuel Brockunier (History), Wesleyan (Connecticut)
Harriet M. Brown (Physical Education), Skidmore
Junius F. Brown (Psychology), Kansas
Walter L. Bullock (Italian Literature), Chicago
Wendell M. Burditt (English), Alfred

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

Frank D. Burke (Chemistry), John Carroll
Quincy G. Burris (English), Illinois State Teachers (Eastern)
Orma F. Butler (Latin), Michigan
James E. Case (Mathematics), St. Louis
Carroll D. Champlin (Education, Psychology), Pennsylvania State
Harrison Chance (Botany), Oklahoma
Frederick M. Carey (Classics), California (Los Angeles)
Helen C. Chandler (Art), California (Los Angeles)
Gilbert E. Case (Education), Brown
Charles C. Charvat (English), Creighton
Aileen Carpenter (Physical Education), Illinois State Normal (Southern)
Harold Chermiss (Greek), Johns Hopkins
Carroll D. Clark (Sociology), Kansas
John M. Clarkson (Mathematics), North Carolina State
Denzel C. Cline (Economics), Princeton
Ladner A. Collins (Mathematics, Engineering), Denison
Sylvester F. Collins (Education), Lincoln (Missouri)
Elisha Conover (Ancient Languages and Literatures), Delaware
Fred J. Converse (Civil Engineering), California Institute of Technology
Roy S. Cook (Chemistry), Virginia State Teachers (Fredericksburg)
Joseph M. Cormack (Law), Southern California
Elizabeth A. Cox (English), Illinois State Normal (Southern)
Flemin W. Cox (Geography), Illinois State Normal (Southern)
Saylor C. Cubbage (Chemistry), Catholic University
Harry A. Cunningham (Biology), Kent State
Royden J. Dangerfield (Government), Oklahoma
Harold A. Davenport (Anatomy), Northwestern
Lorna T. David (Animal Genetics), Connecticut State
Frank Davidson (English), Indiana
John S. Davidson (English), Syracuse
Ernest C. Davies (Accounting), Northwestern
John M. DeHaan (Psychology, Philosophy), Michigan State
Margaret Denny (English), Smith
Arthur T. Donohue (American History), Marymount
W. W. Dowdy (Zoology), Lincoln (Missouri)
Carl A. Dragstedt (Pharmacology), Northwestern
Arthur E. DuBois (English), Duquesne
Sarah E. Dudley (English), Arizona
William R. Duryee (Zoology), Northwestern
Martha A. Egelston (History), New York State
Jule M. Elliott (Biology), Hunter
Sterling H. Emerson (Genetics), California Institute of Technology
John W. Erb (Music), New York
Walter Erhorn (German), Brooklyn
S. Blaine Ewing, Jr. (English), Johns Hopkins
Chester J. Farmer (Biological Chemistry), Northwestern
Dorothy Fetter (Physiology), Brooklyn
Frank W. Fetter (Economics), Haverford
Paul M. Flory (Philosophy, Psychology), Robert
R. A. Foster (English), Ohio
Leslie T. Fournier (Economics), Princeton

- Henri Frankfort (Oriental Archaeology), Chicago
John T. Frederick (Journalism, English), Northwestern
Ruskin S. Freer (Biology), Lynchburg
J. Milton French (English), Dartmouth
Roy L. French (Journalism), Southern California
Dorothy Fuller (English), Arizona
Robert M. Geist (Zoology), Capital
Cecil M. Gillespie (Accounting), Northwestern
Frank J. Gilliam (English), Washington and Lee
Noel D. Godfrey (History), New York
Harold F. Gosnell (Political Science), Chicago
U. S. Grant (Geology), California (Los Angeles)
Zaidee E. Green (English), Duquesne
Pearl S. Greene (Home Economics), Maine
Charles Griffith (Music), Park
Frances Grinstead (Journalism), Missouri
Francis D. Gunn (Pathology), Northwestern
Beno Gutenberg (Geophysics), California Institute of Technology
Peter Hagboldt (Germanics), Chicago
Viktor Hamburger (Zoology), Washington (St. Louis)
Marie P. Hamilton (English), Arizona
Milton Hardiman (French), Lincoln (Missouri)
Rebekah M. Hartness (French, German), Colorado College
Walter B. Harvey (Economic Theory), Lawrence
Oliver H. Hauptmann (Spanish, German), Florida
Frank H. Heck (History), Nebraska State Teachers (Peru)
Raymond C. Heidloff (Physical Education), Virginia
Francis F. Heyroth (Biochemistry), Cincinnati
Ernest R. Hilgard (Psychology), Stanford
Ethel W. Hill (Spanish), Nebraska State Teachers (Kearney)
David Himmelblau (Accounting), Northwestern
Keith Hollingsworth (English), Berea
Charles T. Holman (Pastoral Duties), Chicago
A. A. Horvath (Chemistry), Delaware
Alma Hosc (French, German), Nebraska State Teachers (Kearney)
Cecilia A. Hotchner (English), Hunter
Leslie Hotson (English Literature), Haverford
John J. Houtz (Chemistry, Mathematics), Susquehanna
Mildred S. Howard (Physical Education), Mount Holyoke
Bertram L. Hughes (English), Cornell
Roland D. Hussey (History), California (Los Angeles)
Icko Iben (Librarianship), Okla. Agricultural and Mechanical
William B. Jason (Mathematics), Lincoln (Missouri)
Philip G. Johnson (Science Education), Nebraska
Kenneth K. Jones (Pharmacology), Northwestern
Mary Z. Johnson (Political Science), Wooster
Roy C. Jones (Architecture), Minnesota
Werner Josten (Music), Smith
Theodor von Kármán (Aeronautics), California Institute of Technology
William A. Kelly (Education), Creighton
R. V. Kennedy (History), Queens-Chicora

Carleton V. Kent (Physics), Kansas
Albert A. Kildare (Physics), Lincoln (Missouri)
George W. Kleihege (Sociology), Bethany (Kansas)
Selma S. Konig (German, French), Nebraska State Teachers (Peru)
William C. Korfmacher (Classical Languages), St. Louis
Esther B. Kramer (Music), Nebraska State Teachers (Kearney)
Elijah E. Kresge (Philosophy), Franklin and Marshall
Felix Lagassé (Horticulture), Delaware
Eugene S. Lawler (Educational Administration), Northwestern
Marc C. Leager (Statistics, Accounting), North Carolina State
Richard A. Lester (Economics), Princeton
Walter A. Leukel (Agronomy), Florida
Andre Lobanov-Rostovsky (History), California (Los Angeles)
Mary D. Long (English), Sweet Briar
Roger S. Loomis (English), Columbia
C. Frederick Luburger (Law), Cincinnati
Carrie E. Ludden (Biology), Nebraska State Teachers (Kearney)
Lawrence T. Ludwig (Physical Education), Virginia
James F. Lutz (Soils), North Carolina State
Morten Luvaas (Music), Allegheny
Clifford P. Lyons (English), Johns Hopkins
Harriet M. MacKenzie (English), California (Los Angeles)
Samuel S. Mackeown (Electrical Engr.), Calif. Inst. Technology
Augustus C. Maddox (Mathematics), Louisiana State Normal
Oscar C. Magistad (Agricultural Chemistry), Hawaii
Thomas F. Manns (Plant Pathology), Delaware
Lyle E. Mantor (History), Nebraska State Teachers (Kearney)
L. Chester Marston, Jr. (Entomology), Tennessee
August H. Mason (English), Howard (Alabama)
Uccel Maxwell (Chemistry), Lincoln (Missouri)
Mary McBeth (English), Indiana State Teachers
James A. McClintock (Psychology), Brothers
Mary E. McCormick (Education), Hobart
Irving A. McGrew (English Bible), Hobart
Archibald MacD. McIsaac (Economics), Princeton
Frank M. McKibben (Religious Education), Northwestern
Marguerite Metivier (French), Wheaton
A. Boyd Mewborn (Mathematics, Physical Sciences), Arizona
William M. Miller (French, Spanish), Miami
Carl E. Mittell (Art), Florida
George Montgomery (Public Speaking), Haverford
Royal E. Montgomery (Economics), Cornell
George T. Moody (Romance Languages), Wesleyan (Connecticut)
Lawrence H. Moore (Psychology, Education), Texas State College for Women
Ralph U. Moore (Education), Oregon
Florence H. Morgan (English), Arizona
Paul L. Morrison (Finance), Northwestern
Robert L. Morton (Mathematics), Ohio
Edwin L. Moseley (Biology), Bowling Green State
Wayne C. Neely (Sociology), Hood
Harold H. Nelson (Egyptology), Chicago

Harold S. Newins (Forestry), Michigan State
Walter J. Nungester (Bacteriology), Northwestern
Theodore T. Odell (Biology), Hobart
Frank C. Ogg (Mathematics), Bowling Green State
Alexander W. T. Ogilvie (Business Management), Northwestern
John N. Oldham (English), Tennessee State Teachers (Memphis)
José M. de Osma (Spanish), Kansas
Harold S. Palmer (Geology), Hawaii
Clyde W. Park (English), Cincinnati
E. Taylor Parks (History and Political Science), Berea
David L. Patrick (English), Arizona
Charles W. Patterson (Pharmacology), Northwestern
Ottis O. Patton (Music), Miami
Dudley F. Pegrum (Economics), California (Los Angeles)
Harry W. Pfund (German), Haverford
Homer T. Phillips (Education), Missouri State Teachers (Northwest)
Stanley Pugh (Business Administration), East Texas State Teachers
Paul J. Raver (Public Utilities), Northwestern
Julia M. Rebeil (Music), Arizona
Herbert S. Reichle (Pathology), Western Reserve
Paul A. Reynolds (Philosophy), Wesleyan (Connecticut)
Robert B. Rice (Mechanical Engineering), Newark College of Engineering
Clarence E. Ridley (Political Science), Chicago
George W. Robbins (Economics), California (Los Angeles)
Roy M. Robbins (History), Western Reserve
Sidney S. Robins (Philosophy), St. Lawrence
Alice M. Robinson (Latin), Nebraska State Teachers (Kearney)
Louise Rodenbaeck (German), Lake Erie
Fred W. Ross (Geology, Botany), Alfred
Calvin T. Ryan (English), Nebraska State Teachers (Kearney)
Leland L. Sage (History, Government), Iowa State Teachers
Aaron M. Sakolski (Economics), City (New York)
Chauncey Sanders (English), Indiana
A. Q. Sartain (Psychology), Southern Methodist
G. Paula Sater (French, German), Pacific
W. Sherman Savage (History), Lincoln (Missouri)
R. J. Saville (Agricultural Economics), Louisiana State
Laurence J. Schaaf (Education), Capital
Otto P. Schinnerer (Germanic Languages), Columbia
Samuel R. Scholes (Glass Technology), Alfred
Paul G. Schroeder (Germanic Languages and Literature), Colorado
Dorothy Schwartz (Physical Education), Skidmore
Martha Scott (Zoology, Botany), Illinois State Normal (Southern)
Ernest E. Sechler (Engr. Drawing, Aeronautics), Calif. Inst. Technology
John A. Sellards (Romance Languages), Stanford
William C. Service (Biology), Colorado College
Edward S. Shaw (Money, Banking), Stanford
E. Edwin Sheldon (Music), Susquehanna
John C. Slater (Physics), Massachusetts Institute of Technology
William R. Slaughter (Journalism), Northwestern
Donald Slesinger (Law), Chicago

Dietrich C. Smith (Physiology), Tennessee
Donnal V. Smith (History), New York State
Howard V. Smith (Soils), Arizona
Thurber M. Smith (Philosophy), St. Louis
Charles W. Sommerville (Religious Education), Queens-Chicora
Louise P. Sooy (Fine Arts), California (Los Angeles)
Don C. Sowers (Finance), Colorado
Lestle J. Sparks (Physical Education), Willamette
Joel A. Sperry (Bacteriology), Pennsylvania State
Frank Spiecker (German Literature), Northwestern
Oswald C. R. Stageberg (Architecture), Florida
Roger Stanton (English), California Institute of Technology
Frances A. Starin (Home Economics), Colorado State
Howard Starr (Physical Education), Colgate
Douglas V. Steere (Philosophy), Haverford
Warren H. Steinbach (Chemistry), Nebraska State Teachers (Kearney)
Jacob A. Stekol (Biochemistry), Fordham
H. G. Stout (Education), Nebraska State Teachers (Kearney)
Everett Strong (French), Colby
Annemarie von B. Sutton (German, French), Colorado College
James Swain (Modern Languages), Michigan State
Ruth G. Sweet (Kindergarten Theory), Missouri State Teachers (Central)
Marion D. Sweetman (Home Economics), Maine
Esther MacD. Swisher (Music), Iowa
Walter P. Taylor (Zoology), Arizona
Llewellyn H. Thomas (Theoretical Physics), Ohio State
Hans Thory (Latin), Colby
Fred. M. Thrun (Business Law), Michigan State
Hiram F. Thut (Botany, Plant Physiology), Illinois State Teachers (Eastern)
John V. Tinen (Accounting), Northwestern
Helen B. Todd (Health Education), Bowling Green State
Leona S. Trotta (Italian), Connecticut College for Women
William E. Trout, Jr. (Chemistry), Johns Hopkins
D. Elton Trueblood (Philosophy), Haverford
Albert Tyler (Embryology), California Institute of Technology
Charles W. Ufford (Physics), Allegheny
Edward Wagenknecht (English Literature), Washington (Seattle)
William C. Wagner (Civil Engineering), New Mexico
H. P. Way (Physical Education), Allegheny
J. Clark Weaver (Speech, English), Nebraska State Teachers (Kearney)
Arthur Weil (Neuropathology), Northwestern
Douglas M. Whitaker (Biology), Stanford
Everett D. Whitford (Mathematics), Polytechnic Institute of Brooklyn
Charles R. Whittlesey (Economics), Princeton
Howard DeF. Widger (English), Illinois State Teachers (Eastern)
Clanton W. Williams (European History), Alabama
Gladys P. Williams (Art), Illinois State Normal (Southern)
Florence J. Williamson (Education), Bowling Green State
Marcia H. Winn (Physical Education), William Smith
Paul A. Witty (Education), Northwestern
Feaster Wolford (Agricultural Education), Berea

Harold W. Woodrow (Chemistry), Redlands
C. Gilbert Wrenn (Education), Stanford
Joseph J. Young (English), Loyola (Chicago)
Sherman P. Young (Classics), Brothers

NOMINATIONS FOR JUNIOR MEMBERSHIP

Preston B. Albright (Education), Colorado College
George Bauerlein (History), North Carolina State
William M. Bleakney (Physics), California Institute of Technology
Robert Blinn (Political Science), Princeton
Paul B. Cares (History, Speech), Allegheny
Harold L. Clapp (Romance Languages), Lake Erie
Harry J. Clausen (Experimental Biology), New York
Wendell W. Cruze (Psychology), North Carolina State
Madeleine Doran (English Literature), Stanford
Henrie M. Eddy (Library), Florida
Willis D. Ellis (Psychology, Philosophy), Arizona
Malcolm H. Filson (Chemistry, Physics), Mississippi Woman's
Theodore Fletcher (English), Lincoln (Missouri)
Charles S. French (Biophysics), California Institute of Technology
Lorenzo J. Greene (History, Government), Lincoln (Missouri)
Rector Hardin (Economics, Political Science), Berea
Jean E. Haselton (Library), Florida
Louis F. Hauer (English), Iowa
Paul Henle (Philosophy), Smith
George R. Heyl (Geology), Princeton
Arnold H. Hilden (Clinical Psychology), Iowa
Frances Howland (Chemistry), Smith
J. Richard Huber (Economics), Emory
Arthur C. Jacquot (Agricultural Engineering), Washington State
Charlton C. Jernigan (Greek), Duke
Ernst F. Jurgens (German), Iowa
William C. Kessler (Economics), Colgate
Adolph Langsner (Business Organization and Management), Northwestern
Gwendolyn Lloyd (Library), Florida
Carleton C. Long (Chemistry), Colorado
James Loeb, Jr. (Romance Languages), Northwestern
Fred C. McCormick (English), Arizona
Booker T. McGraw (Economics), Lincoln (Missouri)
Arthur J. McKeel (History), Haverford
W. J. Meriwether, Jr. (Chemistry), Catholic University
Edward T. Miller, Jr. (Economics, Business Administration), Westminster
Harold W. Miller (Greek), Duke
Arthur Mizener (English), Yale
Robert T. K. Murray (Physics), Johns Hopkins
Earl H. Myers (Biological Oceanography), California (Berkeley)
Walter G. O'Donnell (Economics, Political Science), John Carroll
Johannes van Overbeek (Agriculture), California Institute of Technology
Willis P. Popenoe (Invertebrate Paleontology), Calif. Inst. Technology

J. W. Querry (Mathematics), Sam Houston State Teachers
Ambrose M. Reiter (Accounting), Northwestern
Delizia Rindone (Spanish), Iowa
Erna Risch (History), Duquesne
George S. Roche (Economics, Sociology), Duquesne
Ruth W. Rogers (Spanish, Italian), Johns Hopkins
Walter P. Rogers (History), Cornell
Morton D. Schweitzer (Biology), California Institute of Technology
Carleton F. Waite (History, Political Science), Southern California
Albert L. Walker (English), Iowa State
David O. Walter (Government), Cornell
W. Wayne Wantland (Zoology), Northwestern
Ronald Welch (Economics, Political Science), Yale
Hollis D. Westfall (Physical Education), Florida
Raymond H. Wilson, Jr. (Astronomy), Pennsylvania
William L. Young (Religious Education), Carroll (Helena)
Marian A. Youngs (Library), Florida

Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available Section at a charge of \$1.00 per line for the first insertion and 50 per cent of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Teachers Available

Art and Architecture: Man, 27, single, M.A. Lectures in history and appreciation. Design, freehand drawing, watercolor. Three years' teaching fellow. Available at once. A 1186

Biology: Ph.D. Brown. Six years' teaching experience. Desires change for teaching and research. Available September, 1936. A 1187

English and Comparative Literature in Middle Ages and Renaissance: A.B. 1915, Ph.D. 1921. Fourteen years' experience with undergraduates and graduates in the literature of three languages. A 1188

German, French, also Spanish: Ph.D. University of Chicago. Long experience. Study, travel abroad, research. Desires change. A 1189

Sociology, Social Psychology: Washington, Columbia University. Experience: administration, teaching, research in eastern university. A 1190

Statistics and Economics: Teaching experience; trained in research; linguist. A 1191